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ABSTRACT

A survey of Polish and Romanian refugees, service providers who help with their resettlement, and refugee employers collected information about the refugees' resettlement experiences in order to update and refine cultural orientation (CO) training. The results show that these refugees have adjusted successfully to their new lives, have found employment, and have overcome the obstacles inherent in resettlement. The adjustment has been facilitated by CO training in several areas. In general, the employers praised their Eastern European employees highly, and the voluntary agencies agreed that despite conflicts between the refugees' expectations and the agencies' goals, their clients were able to adjust fairly well within 6-12 months. All groups viewed the CO training favorably, and requested that the curriculum topics be augmented with more practical information and English language instruction and that the course time be lengthened. The report gives an overview of the study, outlines one-way variable results, presents comparison results, and includes the questionnaire forms used for the three survey groups. (MSE)

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EASTERN EUROPEAN REFUGEE SURVEY

Final Report
March 1988

Prepared for
BUREAU FOR REFUGEE PROGRAMS
U.S. DEPARTMENT OF STATE

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EASTERN EUROPEAN REFUGEE SURVEY

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ACKNOWLEDGEMENTS

The Refugee Service Center would like to thank all the participants of this survey for their thoughtful and open completion of these questionnaires. We appreciate all the useful insights and comments that the 108 Polish and Romanian respondents provided about their resettlement experiences. The 21 native language interviewers and translators were an immeasurable resource, and without their involvement and prompt action this survey would not have been completed. Gratitude is also extended to the local affiliates of the following voluntary agencies--ACNS, AFCR, CWS, IRC, LIRS, TF, USCC, and WRRS. Local staff not only made time in their busy schedules to respond to our survey, but they also suggested interviewers and employers for us to contact. We are obliged to the refugees' employers as well and thank them for responding and for indicating concern about their Eastern European employees.

We would further like to express our appreciation to InterAction--the national committee for voluntary agencies, and to the overseas staff at the training sites. Both of them offered suggestions for the content of the questionnaires.

In addition, we are very grateful to our colleagues at CAL, both in and out of the Refugee Service Center, and in particular, Nancy Iris and Julie Krause; all of whom provided support, encouragement, advice and assistance with many aspects of this survey.

Finally, we extend our thanks to Ann Morgan, Director of the Office of Training, and Ed Geibel, Deputy Director, at the Bureau for Refugee Programs, US Department of State for their interest, guidance and encouragement throughout this project.

EASTERN EUROPEAN REFUGEE SURVEY
EXECUTIVE SUMMARY

This survey of Eastern European refugees, service providers who help with their resettlement, and employers of Eastern European refugees was conducted by the Center for Applied Linguistics (CAL) on behalf of the US Department of State, Bureau for Refugee Programs. Its objective was to collect information about the refugees' resettlement experiences in order to update and refine the Cultural Orientation (CO) training.

FINDINGS

EMPLOYMENT

CO appears to influence the finding and keeping of jobs by refugees. A greater percentage of refugees who participated in the CO training had jobs than those who did not. By months 7-18, the difference was even more pronounced: the percentage of trained refugees who work increased while the percentage decreased for the untrained group.

EDUCATION

More than half of the respondents attended ESL classes in their first six months, but those with training took greater advantage of other educational opportunities. Twice as many trained refugees pursued professional development opportunities, and three times as many enrolled in college and university courses.

RECOMMENDATIONS

All survey respondents regard the Cultural Orientation training as a positive element in the refugees' preparation to come to the US. Eighty percent (80%) of the refugee respondents would advise another refugee to attend the CO training.

The practical information provided in the training was considered the most beneficial to the refugees. All three groups suggested it be enhanced. Employers wanted to add more details about upward mobility and the importance of job experience in the US. Volags requested more explanations about their roles and about public assistance programs. The refugees asked for an expansion of the practical side of daily life in the US.

English language training was highly recommended for inclusion in the CO course by all the groups surveyed. Studying English before coming to the US was the strongest piece of advice offered by the respondents to other refugees awaiting departure from Europe.

The respondents request that the length of time for the course be increased beyond its present 24 training hours. Such an increase would give the course time to strongly counter the unrealistic expectations most refugees have about resettlement.

In summary, the refugees' resettlement experience shows that they have managed to adjust successfully to their new lives, find employment, and overcome the obstacles inherent in resettlement. This adjustment has been facilitated by the CO training in several areas. In general, the employers highly praised their Eastern European employees, and the voluntary agencies agreed that, despite early conflicts between the refugees' expectations and the agencies' goals, their clients were able to adjust fairly well within 6-12 months. All groups viewed the CO training favorably and requested that the curriculum topics be augmented with more practical information and English language instruction, and that the time for the course be lengthened.

ONE-WAY VARIABLE RESULTS

Overview
Refugee Survey Results
Voluntary Agency Results
Employer Results

EASTERN EUROPEAN REFUGEE SURVEY

OVERVIEW

INTRODUCTION

BACKGROUND

Eastern Europeans who leave their home countries frequently transit Western European countries where many apply for refugee status and, subsequently, resettlement in the United States or another third country. In Western Europe, many rely upon assistance provided by the host governments, while others seek shelter with friends or are self-supporting. Those who seek resettlement in the United States as refugees must be approved by the Immigration and Naturalization Service (INS), after which they may wait as long as three to four months or more before departure.

In December 1983, the US Department of State, Bureau for Refugee Programs, established a Cultural Orientation (CO) training program for INS-approved Eastern European refugees in West Germany. This course was implemented by the Intergovernmental Committee for Migration (ICM), as were the CO courses established later in other European countries. In March 1984, the CO training began in Italy; in July 1984, in Austria; and in February 1987, in Yugoslavia. CO is offered in these countries to Polish, Romanian, Czech and Hungarian refugees, as well as Poles and Romanians who have been permitted by their home governments to depart legally in order to resettle in the US and whom the United States admits under refugee status.

Offered on an average of twice per month, the number of courses rose considerably in the first three years from 3 in 1983 to 235 in 1985. Similarly, the number of refugees trained increased from 55 in 1983 to 4,399 in 1985. With few exceptions, the CO training course is mandatory for US-bound refugees of the target nationalities who depart from the four countries where CO is offered.

A standard Cultural Orientation curriculum, developed by ICM with input from US voluntary agencies and other resettlement personnel, is followed at all four sites. However, the fluidity of the resettlement situation in the US requires that the curriculum be periodically examined to ensure that the information included is current and that major areas of focus are on target. For this reason, the Department of State, Bureau for Refugee Programs, requested in the spring of 1987 that the Center for Applied Linguistics (CAL) conduct a survey of Eastern European refugees resettled in this country, as well as service providers and employers of Eastern Europeans. The purpose of the survey was to collect information that would be beneficial to ICM and the individual site staffs in their implemntation of the program.

In the interest of examining and adjusting the current CO curriculum, preliminary results of this survey were presented at the November 1987 regional planning conference in Dubrovnik, Yugoslavia. Participants were able to discuss the upgrading and further standardization of the training program at all four sites.

RESPONDENTS

The 112 refugees who have been resettled in the US and participated in the CAL survey came from two Eastern European countries: 51 came from Poland and 61 from Romania. Although most have arrived in the US within the past three years, one has been here for seven. While the majority of the refugees surveyed (sixty-three percent, 63%) initially waited in the four countries mentioned above, some came directly from their homeland through the family reunification sponsorship process. Others made their way through such European countries as Greece, Belgium and Spain.

Not all of the refugees who departed from the four countries, where the Cultural Orientation program has been implemented, attended the CO training. Some refugees went through before the program was established, some worked while waiting, and some only transited for a few days. Nonetheless, because the CAL survey was intended to collect information about the refugees' resettlement situations and the benefits which the CO course provides, we asked all the refugees to relate their experiences and either give their opinion about the course, if they participated, or give recommendations for topics to include in it.

METHODOLOGY

DEVELOPMENT OF THE DATA COLLECTION INSTRUMENT

Since the survey was designed to gather a wide range of information on many resettlement issues, including employment and education opportunities for the refugees, the structure of the questionnaire had to incorporate two types of questions: 1) those that could be easily coded or tabulated and yet offered a large variety of choices, and 2) those that would permit the respondents to provide anecdotal information about real situations that they encountered. The refugee questionnaire was specifically organized to elicit answers that could be statistically analyzed.

CAL staff developed a set of three questionnaires targeted at the people most directly involved in the Eastern European refugees' early resettlement period: the refugees themselves (Form A), the voluntary agencies (Form B) and the employers (Form C). Draft versions of these questionnaires were sent to the Department of State and the four overseas training sites for their recommendations and approval. A draft was also presented at the August 31, 1987 meeting of InterAction where the national representatives of the voluntary agencies were able to provide input for the final version. Many suggestions made by staff from the overseas sites and from InterAction were incorporated into the final questionnaires.

The survey was limited to Polish and Romanian refugees since their experiences were considered representative of the general refugee resettlement situation for Eastern Europeans.The refugee questionnaire was translated into Polish and Romanian so that refugees could be interviewed in their native languages. These questionnaires were also back-translated and revisions were made in several questions to insure clarity . Finally, the questionnaires were pilot tested with two Romanian and two Polish refugees. Further fine-tuning took place before the final versions were distributed.

DATA COLLECTION PROCESS

Based on the State Department records of resettlement, CAL staff selected 13 sites in nine of the ORR regions in the United States. Region VIII was not involved because very few refugees were placed there. (A balanced geographic distribution was desired, as well as cities where the Eastern European refugees' resettlement would have had some impact.) Within those nine regions, seventeen voluntary agencies were identified as participants in the survey. Fifteen of these service providers were asked to consider the impact in their local areas only; the other two were asked for their general impressions of resettlement within the entire state.

The participating agencies, their regions and their refugee focus follow:

Region I	American Fund for Czechoslovak Refugees (AFCR) Burlington, VT	(Romanian)
	United States Catholic Conference (USCC) Portland, ME	(Polish)
Region II	International Rescue Committee (IRC) New York, NY	(Romanian, Polish)
Region III	United States Catholic Conference (USCC) Philadelphia,PA	(Romanian, Polish)
Region IV	Lutheran Immigration and Refugee Service (LIRS) Jacksonville, FL	(Romanian)
	United States Catholic Conference (USCC) St. Petersburg, FL	(Polish)
Region V	Lutheran Immigration and Refugee Service (LIRS)	(Romanian)
	United States Catholic Conference (USCC)	(Polish)
	Church World Service (CWS) Chicago, IL	(general)
	Tolstoy Foundation (TF) Ferndale, MI	(Romanian, Polish)
Region VI	United States Catholic Conference (USCC)	(Romanian, Polish)
	Church World Service (CWS) Dallas, TX	(general)
Region VII	American Council for Nationalities Service (ACNS) St. Louis, MO	(Romanian, Polish)
Region VIII	none	
Region IX	International Rescue Committee (IRC) Santa Ana, CA	(Romanian)
	United States Catholic Conference (USCC) San Diego, CA	(Polish)
Region X	World Relief Refugees Services Division (WRRS)	(Romanian)
	International Rescue Committee (IRC) Seattle, WA	(Polish)

Prior to the actual interview, each voluntary agency was sent a copy of the volag questionnaire (Form B) and an appointment was made for a telephone interview. By providing an advance copy, it was anticipated that the staff members would confer about the questions. The telephone interviews typically lasted 1 1/2 to 2 hours. In addition to recording responses to the questions on the survey, CAL staff elicited additional details with some follow-up questions and clarified any vague answers. The voluntary agencies were also asked to provide CAL with the names of 1-2 employers of Eastern European refugees in their area and of 1-2 bilingual interviewers who would be able to survey the refugees.

CAL staff contacted 24 employers in the 13 cities listed above to solicit their participation in the survey. Each employer (or contact person) was mailed a questionnaire (Form C) and a telephone interview was conducted later. 23 of these 24 employers completed the questionnaire by phone. The 24th person returned the questionnaire by mail, but it was never received by CAL.

The Polish and Romanian interviewers were requested to interview 5-8 refugees each and to translate any written answers to the open-ended questions into English. They were sent the native language copies of the refugee questionnaire (Form A) and were told to elicit as much anecdotal information as they could.

An attempt was made to provide equal representation of the Polish and Romanian refugees, approximately 50-60 of both groups. CAL was able to contact interviewers for each of the ORR regions chosen, although a Polish interviewer in Chicago could not be found. That region (V), though, had two cities participating, so some reflections on Polish resettlement were represented in the Detroit/Ferndale questionnaires. In Philadelphia the first voluntary agency we contacted gave us the name of a Romanian interviewer who, after reviewing the questionnaires, was unwilling to assist us. We then contacted three other agencies and finally received one other name. That interviewer agreed initially, but later told CAL she was having difficulty completing the task. Eventually, she did interview four Romanians but she returned the questionnaires after the deadline and so, the responses were not included in the statistical analyses. The total number of refugee questionnaires analyzed was 108: 51 were Polish, 57 were Romanian. A review of the four additional Romanian questionnaires which arrived late from Philadelphia showed that their information corroborated that which was present in the other questionnaires.

DATA ANALYSIS

The voluntary agency and employer questionnaires were tabulated by a CAL staff member. They are discussed in separate sections of this report.

A coding manual was developed for the refugee questionnaire. The responses (other than the open-ended ones) were then entered into a computer for statistical analysis. One-way and two-way frequency counts were determined. The cross-tabulations for the latter included: gender, ethnicity, age, and participation in the pre-entry Cultural Orientation training. This questionnaire is also discussed in a separate section of this report.

LIMITATIONS

As stated before, this survey of Eastern European refugee resettlement was conducted with the specific intent of providing those involved in the resettlement process with updated information which reflected the experience of the voluntary agencies, employers and refugees themselves. It was planned that this information would be incorporated into the existing or future material

used to train refugees destined for the U.S. In order to elicit the maximum amount of information, each questionnaire included a large number of open-ended questions, despite the recognition that they might engender answers which would need to be interpreted. One such example occurred in the Refugee Questionnaire (No.48) which asked the refugee what misconceptions s/he had about work in the U.S. One reply was, "The work is better paid." Did this mean the refugee thought work would be better paid than it is, or did it mean that work is better paid than anticipated? CAL interpreted the response as the former because many other refugees provided similiar but more carefully worded answers. In balance, our experience (based on other surveys conducted with refugees and service providers) indicated that these open-ended questions would provide valuable information, something a tightly constructed questionnaire with restricted choices would not do.

The open-ended questions on the voluntary agency questionnaire were readily answered by the volags who provided the CAL interviewers with much information. Regarding the refugee questionnaire, however, the volags observed that some of the refugees would view the open-ended questions as being too personal and probing, and hence would be reluctant to respond to them. This observation was verified in some instances where refugees were reticent to furnish (or, in the case of the interviewer, elicit) the personal information requested. One of the interviewers returned the survey questionnaires unanswered with a note saying, "Sorry for misunderstanding the purpose of those papers. I can't help you because I really don't like to be involved in such activity." Another interviewer wrote, "I had some difficulty finding people willing to answer the questions due to the fear they still have and which originated back in Romania." Nonetheless, those who did complete the questionnaire, and took the time to answer the questions openly, provided us with useful information.

A few additional comments about procedure are relevant. The voluntary agencies, although on the whole cooperative and very helpful, quite clearly felt overburdened with yet another questionnaire. It was evident that they had been involved in several surveys within the space of the past few months. Thus, more time was required than originally planned to make the initial contact and complete the interview session within the agency.

Our survey of the employers indicated that they were very unclear about the nature of this particular survey , and we spent extra time explaining the process of resettlement and the components of the cultural orientation training to them. Almost all the employers were not aware of the training programs. Indeed, some of the voluntary agencies were not informed if their refugee clients had participated in the course. This indicates a need for information-sharing and coordination. The employers, in fact, were quite pleased to learn that many of their employees had been exposed to information about the job market and expectations in the work place before they arrived.

Finally, through repeated conversations and queries, and responses to some of the refugees' open-ended questions, the survey staff became aware that many refugees were working under a cash economy for other former refugees/immigrants. Since there were no mechanisms provided to survey <u>these</u> employers, part of the resettlement picture has not been revealed. We raise this issue because the employers surveyed employed only small numbers of refugees, yet most of the voluntary agencies indicated that very few refugees are without employment by the end of their first 6 months in this country.

FINDINGS

The findings for each of the three groups surveyed are discussed in detail in the individual sections. Further, the last two sections of the report contain some comparison charts that visually display how: 1) the refugees, voluntary agencies and employers responded to specific questions; and 2) the refugees, when divided into groups by ethnicity, participation in the CO training, gender, and age, responded to key questions concerning the work and study issues addressed in the questionnaires. The charts in the latter section make it possible to identify which charateristics influenced certain choices.

What follows are some highlights from the findings of all three questionnaires. These include questions regarding the refugees' expectations, employment, English and pre-entry training.

EXPECTATIONS

All three groups, the voluntary agencies, the employers and the refugees themselves, said that most refugees arrive in the US with unrealistic expectations. The agencies experienced the most difficulty serving the refugees with these false images of life in the US and unanimously requested more effort be accorded during the training to provide a more realistic picture of the type of resettlement the refugees will face. However, they did agree that despite early problems, most refugees were able to adjust. The employers also encountered some high expectations among their Eastern European employees, especially their desires for material goods and for better wages. They did say, though, that most refugees quickly understood what the situation was and did not let their disappointment affect the quality of their work. Seventy-five percent (75%) of the refugees who responded to our survey had been here more than six months. That fact may explain why the refugees were less negative about their unrealistic expectations and how it influenced their resettlement than the volags were. Many of the respondents referred to inaccurate ideas they had had about their new lives, but the thrust of their responses indicated that they had overcome this obstacle when confronted with the reality, and managed to adjust adequately by restructuring their plans and aspirations.

WORK

Employment was overall the most positive aspect of the refugees' resettlement. The voluntary agencies, the employers and the refugees expressed satisfaction with the refugees' performance in the workplace. Although all three groups reported the refugees' initial displeasure at the types of jobs and wages available to them, they noted it did not interfere with the execution of most refugees' jobs.

The volags said over sixty-five percent (65%) of their clients had jobs within six months and they assumed the refugees chose employment instead of public assistance because they want to support their families and believe one must initially work. Considering the Eastern Europeans to be good employees, the volags said their major strengths on the job were highly trained backgrounds, diligence and the ability to learn quickly. They identified poor English skills and not understanding rules and regulations as the refugees' major problems at work.

The employers believed that seventy percent (70%) of their employees were hired within six months of their arrival in the US. They offered employment to the Eastern Europeans because they are willing to work, skilled and learn quickly. Lack of English language and communication proficiency was the main difficulty for refugees on the job and hindered their chances for advancement. Also, the employers mentioned the refugees hesitate to ask questions for clarification, probably because of their poor English skills. Nonetheless, the employers in general are very pleased with their Eastern European employees.

According to their survey responses, sixty-nine percent (69%) of the refugees started working within six months of arriving. Their reasons for seeking employment were not the same as the volag's estimations. Instead, the refugees prefer work to public assistance in order to be independent and to learn and practice English. As the other two groups recognized, English was also cited by the refugees as the most serious problem at work. Further, they faced some difficulty understanding rules and regulations, but the majority of the respondents were both personnally and professionally satisfied at their jobs. They rated working conditions better in the US than in their home countries in several categories, including chances for advancement, efficiency, technical level, hours, and even, wages--despite their misconception that the pay would be higher.

ENGLISH

The three groups who were surveyed agree that lack of English proficiency is the most serious problem for the refugees during their resettlement. Correspondingly, the acquisition of English language and communication skills is the prime focus of the refugees' educational pursuits.

The voluntary agencies observed that over seventy percent (70%) of their clients enroll in educational institutions, primarily ESL classes, in their first year. They explained that many courses are available, free or at low cost, through public school-adult education and church programs or community colleges. They believe studying English is the major influence in a refugees' decision to use public assistance , but not a very important factor in the decision to work.

The employers, as mentioned above, recognized English to be their Eastern European employees' main problem at work. They cautioned that in order to advance within the companies and to get better jobs, the refugees must improve their English ability. The employers are sensitive to their employees' difficulties and encourage ESL study through flexible work schedules and some financial aid. Most employers said that the refugees have many opportunities to practice English at work, but acknowledge not all of them take advantage of the situation.

The refugees realized their English skills were poor and needed improvement if they wanted to resettle satisfactorily in the US. More than fifty percent (50%) said they arrived in the US with no comprehension, reading, writing or speaking abilities in English. Fifty-seven percent (57%) attend ESL classes in their first six months. Learning English is their second reason for getting a job, so they do recognize the opportunities available to practice at the workplace. For those who opt instead to receive public assistance, studying English is their prime motivation. Forty-six percent (46%) of the respondents would recommend that newly arrived refugees study English first and forty-three percent (43%) would suggest working and studying together.

PRE-ENTRY TRAINING

The Cultural Orientation program has been perceived, on the whole, as an important addition to the refugees' preparation for coming to the US when they are in the European sites. However, knowledge of its existence is not widespread according to the EERS findings. None of the employers knew that such a program was offered, and a large number of voluntary agency respondents did not either. Even many of those agencies that were aware of the CO training did not know which of their clients participated, since their records make no mention of the course. Several of the responding refugees noted that they were not cognizant of the course's importance while they transited in the four European countries offering CO.

All the groups recommend continuing the CO program and offered a variety of topic suggestions for inclusion. Primarily, all the survey respondents emphasize a need to present a very accurate picture of life in the US today. While recognizing that each city affords different possibilities and no two resettlement cases are the same, the respondents, nevertheless, feel the waiting refugees' unrealistic expectations could be addressed through true representations of already resettled refugees' experiences. Taped interviews, visits and letters were among the ideas presented to do this.

Secondly, since the refugees found the practical information about jobs to be most helpful, they suggest more practical details about the other topics, such as education (e.g., how to apply for financial aid, how to find free ESL or vocational training courses), and health matters (e.g., how to pay bills, how to shop around for insurance), be presented in the training.

There were two further points raised by all the groups. Because lack of English skills cause the major problems for the refugees during resettlement--interacting with the voluntary agencies, sponsors, other Americans, and succeeding on the job, the survey respondents strongly urge English language training be included in the CO course. Conjointly, they recommend increasing the length of the course to have more time to implement their topic suggestions and more time to prepare the refugees for the reality they will confront when they arrive in the United States.

A final factor to consider under this heading is the role the training played in decisions made by the refugee respondents who participated in it versus those made by respondents who did not. A cross-tabulation analysis of this distinction revealed that a higher percentage of those with training found employment in the first six months than those without; and that percentage increased during months 7-18, whereas it decreased for the other group. These trained refugees also sought higher education courses and ways to update their professional skills more than the untrained ones did. These respondents who attended the CO course also experienced less culture shock at the workplace, although they experienced more at school.

EASTERN EUROPEAN REFUGEE SURVEY

REFUGEE SURVEY RESULTS

(FORM A)

INTRODUCTION

In December 1983, the US Department of State, Bureau for Refugee Programs, established a Cultural Orientation (CO) training program for Eastern European refugees implemented by the Intergovernmental Commission on Migration (ICM) first asylum site in West Germany. This course was later offered in Italy (March 1984), Austria (July 1984), and Yugoslavia (February 1987). With few exceptions, this course is mandatory for Polish, Romanian, Czech and Hungarian refugees who depart for the United States from these four countries.

The 112 refugees who participated in this survey came from two Eastern European countries: 51 came from Poland and 61 from Romania. Although most have arrived in the US within the past three years, one has been here for seven. The majority of the refugees surveyed (sixty-three percent, 63%) initially transited through the four countries mentioned above. Some others came directly from their homeland through the family reunification sponsorship process, while a small percentage made their way through such European countries as Greece, Belgium and Spain. Some of the refugees came alone-singles or married men who left their families behind; others departed with their families.

Not all of the refugees who departed from the four countries where the training is offered attended the Cultural Orientation program. Some refugees went through before the program was established, some worked while waiting, and some only transited for a few days. Nonetheless, because the CAL survey was intended to collect information about the refugees' resettlement situations and the benefits which the CO course provides, we asked all the refugees to relate their experiences and either give their opinion about the course, if they participated, or give recommendations for topics to include in it.

The survey was conducted in thirteen cities across the US by bilingual interviewers. It was limited to Polish and Romanian refugees since their resettlement experience was considered representative of the general resettlement picture for Eastern Europeans in the US. Each refugee was given a questionnaire in his/her native language and asked to complete the questions as fully as possible. All written responses were translated back into English by the interviewers. The data for 108 questionnaires were tabulated and all responses, except those for the open-ended questions, were analyzed statistically. After the computer analysis had taken place, 4 Romanian questionnaires from Philadelphia were submitted, but were not included in the final results. A careful review of these questionnaires, however, showed that their responses corresponded closely with those given by the other Romanian refugees.

DEMOGRAPHICS

Fifty-three percent (53%) of the respondents were Romanian and forty-seven percent (47%) were Polish. Sixty-five percent (65%) were male and thirty-four percent (34%) female. These gender percentages correspond closely with the voluntary agencies' statistics about the refugees they service. Over half of the refugees interviewed were in the 26-35 year old age range.

Sixty-five percent (65%) of the refugees were married and sixty percent (60%) had children. More than fifty percent (50%) of the spouses accompanied the married refugees, however, only one-third of the children accompanied their parents. Sixty-two percent (62%) of the children were under twelve years old.

Most of the refugees were well-educated, just as the voluntary agencies had indicated in their questionnaires. Eighty-four percent (84%) of the refugees surveyed had had twelve or more years of schooling in Poland or Romania. The education, though, does not appear to have included much English language training, as evidenced by the refugees' descriptions of their English proficiency. Over fifty percent (50%) said they had no skills for speaking, reading, writing or understanding English. One-third classified their skills in these categories as fair, but less than ten percent (10%) considered them good. Nonetheless, eighty-four percent (84%) reported having fair or good knowledge of the US.

FINDINGS

On the whole, the refugees' responses reflect a positive resettlement experience in the US. Most of the refugees indicated that, although their expectations differed from reality and the adjustment process was long and difficult, they were adjusting successfully, were glad to be in the US, and were improving their lifestyles. While the voluntary agencies reported a lot of dissatisfaction and complaints among their clients, the refugees themselves did not report much dissatisfaction. Several mentioned initial problems--with their sponsors and/or other members of their ethnic groups, with finding employment, and with acquiring medical insurance, but once these were resolved, the refugees said their outlook was more optimistic.

The pre-entry Cultural Orientation (CO) training was highly regarded by those who participated in it. Even those who did not participate (because they worked or did not stay at the sites or were at the sites before the training was implemented) liked the idea. Eighty percent (80%) of the respondents said that they would recommend participation in the course to other Eastern Europeans bound for the US as refugees. The respondents offered a wide variety of reasons why the course would be beneficial, yet almost half of the respondents said the course is important because it helps the refugees know more about the country they will live in and prepare for the type of life they will lead.

One goal of the training course is to prepare the refugees to work as soon as possible after arriving in the US. One-fourth of the course's time is devoted to this preparation and tries to provide the refugees with information about the job search and interview process, the culture of the American workplace and the concept of building up work experience. Because the length of the training overall is short, 24 hours, it is a difficult task for the refugees to absorb all the information they receive. However, the refugees' questionnaire responses indicate that, in general, this goal has been achieved. A statistical analysis of the refugees who attended the training revealed that seventy-three percent (73%) of them worked within their first six months and seventy-nine percent (79%) worked in months 7-18. On the other hand, those without training had a decrease in their percentage from seventy-one percent (71%) working in months 1-6 to sixty-seven percent (67%) in months 7-18. It was interesting to note that the primary reason for working was not to support their families, as the volags had thought, but rather to be independent.

The refugees faced two major difficulties when they arrived in the US. The first was the unavailability of employment in their own profession. Accepting entry-level jobs, because their professional certificates/ diplomas were not transferable or because their communication skills in English were inadequate, was frustrating for many refugees. The refugees who had training recognized the need to update their professional skills, more so than those without

training. In months 7-18, thirteen percent (13%) of the trained refugees did so, a ten percent increase from months 1-6, yet only seven percent (7%) of the untrained refugees did, an increase was just four percent.

The second major difficulty, closely related to the first, revolved around English. Poor English skills caused problems at work and school, such as not understanding rules, regulations or instructions. It was the reason most often cited by the respondents for not having early contacts with Americans and was a factor restricting the refugees' activities in their leisure time. Seventy-six percent (76%) of the refugees would advise other Eastern Europeans to study English before coming to the US, and it was the top choice of topics to include in the CO training.

Many of the refugees mentioned their desire to study when they reached America and related their disappointment at being unable to do so as quickly and as inexpensively as they had expected. Nonetheless, more than half attended ESL classes during their first six months, and, although the percentage of those in ESL classes was smaller in months 7-18, the percentage in community colleges or universities was larger, particularly for the younger of refugees from ages 17-25.

Prior to Arrival

More refugees transited through Italy than any other European country. One-third of all the refugees surveyed waited there, and fifty-one percent (51%) of those who departed from sites where the CO course is offered were in Italy. These percentages correspond to ICM's main bureau's records which show that Italy has processed forty-six percent (46%) of the total number of refugees since 1984. West Germany hosted seventeen percent (17%) of all the respondents and twenty-five percent (25%) of those transited through sites offering the CO course.

Half of the refugees waited 3-9 months in an asylum country before coming to the US. Another quarter waited up to 18 months. During the waiting period, fifty-seven percent (57%) of the refugees had jobs, the majority of which were part time in a profession different from the refugees' own. Over half of the respondents studied English then, too, mostly by themselves or in the camp. For those who did not study, most said either no classes were available or they were busy working. Participation in the Cultural Orientation training was high among those who departed from sites where they had the opportunity to participate in it: ninety percent (90%) attended the course.

Resettlement

The voluntary agencies were important resources for the refugees when they first arrived in the US. The agencies were the sole sponsors for more than half of the refugees and the major providers of information about employment and the refugees' new communities. The volags also played an important role in helping the refugees find housing, which did not appear to be problematic for the refugees. Seventy-eight percent (78%) said they were satisfied with their present situation and gave reasons such as....More than half of the respondents live in apartments and almost one-fourth are in houses, but less than ten percent (10%) own their homes. The majority of the refugees in our survey live with their spouses and/or children. Their main sources for finding housing were family and friends, sponsors or voluntary agencies, and newspapers ads.

The Eastern European refugees do not appear to move around much. Seventy-four percent (74%) of them have remained in the city where they originally resettled. Of those that did move, most migrated for better employment opportunities.

During the initial period of resettlement, social interaction tends to be restricted for the refugees. They interact most frequently with members of their own ethnic group or their family. Next they interact with White Americans, but it is rare for them to interact with Black or Hispanic Americans. Moreover, sixty-one percent (61%) said their contact with Americans was none or very limited. What contact they did have consisted primarily of casual encounters with neighbors or people in shops, or interaction on the job with co-workers and employers.

Even the leisure time of most refugees was not spent in social settings. Their usual activities were: watching TV, visiting friends, reading, writing letters or staying at home. When asked what activities they would like to participate in, the most common response were sports and cultural activities, but lack of time, money, and English proficiency, as well as work conflicts, were major hindrances to their involvement.

Many of the refugees said that their behavior, attitudes, and beliefs have changed since their arrival in the US. Although some indicated displeasure with the changes--"I'm depressed," "I am more suspicious and less trusting," "I feel lonelier and more isolated," the majority of the respondents are satisfied with the changes that have occurred. Some examples of their positive changes are: "I am optimistic and self-confident now," "I can practice my religion openly," "I have lowered my expectations about the US and am more realistic," "I am more secure." Less than one-fourth of the refugees feel they have not adjusted adequately to their new lives. Most have adjusted well or are still adjusting,and their families are doing the same. One refugee aptly explained the situation, saying, "The changes in accomodating the new life parallel the changes in language proficiency."

Employment

As mentioned above, most refugees started working within their first six months. The percentage rose from sixty-nine percent (69%) in months 1-6 to seventy-four percent (74%) in months 7-18. Of those who worked, almost seventy percent (70%) had their first job within three months. Forty-eight percent (48%) also received some public assistance, although the majority stopped after six months.

The top two reasons for either getting a job or for using public assistance did not change from months 1-6 to months 7-18. They were: 1) to be independent and 2) to learn/practice English, or 1) to learn/study English and 2) to have free medical care, respectively. To support the family became the third reason for both by months 7-18.

At the time of our survey, eighty-three percent (83%) of the respondents had had at least one job. Very few, though, worked at more than one job (e.g., moonlighted) and those who did were primarily the Polish refugees. In order to find subsequent jobs, the respondents indicated that they received help from friends and relatives or they used the newspaper ads.

The jobs which they refugees have at present are manual/entry-level positions or trades/craft work that is not well paid. Over half of the refugees receive a wage of $7.00 per hour or less, and almost all of them work 8 hours per day or more. A substantial percentage said they have no benefits, but approximately half receive some medical insurance.

The relationship between the refugees' work expectations and their assessment of present working conditions is worth comparing. Among the work misconceptions that they had, many respondents said they thought it would be easier to get and maintain a job and that the pay would be better. Some others thought that people worked harder, that they (the refugees) could work at their professional level, that employees were used less effectively, and did not need such high qualifications for many positions. The list of misconceptions about work makes it appear that the refugees are disappointed with what they have encountered. However, their responses to the question which asks them to rate conditions in the US vis-a vis Poland or Romania indicates a

general satisfaction with the work situation here. In all categories, such as wages, chance for advancement, efficiency, technical level and hours, the respondents rated the US better than their home country. The exceptions were benefits, considered worse in the US, and relationships with co-workers, considered the same. Fifty-eight percent (58%) said they had better professional satisfaction in the US and sixty-five percent (65%) said so for personal satisfaction!

Employment in the American workplace was not necessarily easy for the refugees though. They had problems learning and speaking English, which influenced the difficulty they encountered in understanding rules and regulations. Many respondents indicated that they had a problem being and/or feeling different and that they experienced culture shock. The refugees did mention some easy adjustments, among which were getting used to the friendly atmosphere, making friends and working the required hours.

Education

Education plays an important role in the refugees' lives. This importance is manifested in their opinion about the best decision a newly arrived refugee could make. Forty-six percent (46%) said a refugee should study English and another forty-three percent (43%) said one should work and study. As noted before, almost all of the survey respondents had completed secondary school, with many completing vocational or academic degrees beyond that level. When they arrived in the US, they realized they needed to study--either to learn English or to upgrade their professional skill in order to meet certification requirements or to learn a new skill or trade. Their expectation of being able to do so, however, was not met. Most discovered they could not remain on public assistance just to study, and their belief that "schooling would be free (or cheaper)" was false. Nonetheless, fifty-seven percent (57%) of the refugees attended ESL classes in their first six months, and although the percentages in vocational and higher education courses were small then, they increased by months 7-18.

The refugees mentioned a wide variety of differences between studying in the US and in Poland or Romania. Many referred to the freedom of choice, the flexibility and the diverse options available in higher education programs and expressed their favorable reaction to this. They also viewed the informality and relationships between teachers and students as a positive aspect of American education. Several, though, perceived a lower level of education here, particularly in the elementary schools, and were disappointed.

When asked what problems they experienced at school, aside from English, the respondents cited five main difficulties:

1) managing their time
2) being and/or feeling different
3) culture shock
4) not understanding rules, regulations or instructions
5) feeling overwhelmed by new demands.

Three of these were the same problems the refugees encountered at work (2,3,4). The social side of education, on the other hand, seemed a relatively easy adjustment for the refugees. They had less difficulty making friends or interacting with classmates.

PRE-ENTRY TRAINING

The Cultural Orientation training program, on the whole, has been reviewed favorably by the refugees. It is significant that eighty percent (80%) of the respondents, those who were trained and those who were not, would advise other Eastern European refugees to take the course. The respondents explained that it would be better for other refugees to have some basic preparation

for and knowledge of the new lives they will face in the US. It should also be noted that over half of the refugees who did participate in the training offered no negative comments when asked what was least helpful in the CO course.

The practical aspects of the course were most beneficial to the refugees. They cited information about jobs, interviews and working conditions as well as information about US life in general as the most helpful topics. They also mentioned information about the people and culture and the role of the sponsors and voluntary agencies as useful. Regarding the least helpful parts of the course, moreover, there was no consensus. Some refugees said that "the program was too short," and "it did not jive with reality," and "it did not prepare people to be self-reliant."

Most of the recommendations furnished by the refugees coincide with the topics presently in the training curriculum, but they request more in-depth treatment of the practical side. For example, respondents asked for more detailed information on social programs, benefits, public assistance, health insurance, billing and housing. They did suggest more access to the real stories of refugees who have already been resettled, either through interviews, videotapes and films, or visits to the camps. Also recommended were more psychological sessions discussing coping mechanisms and mental preparedness for hard work and self-reliance.

There was one strong recommendation which is not currently taught in the pre-departure program. That is English language training. Since the refugees have highlighted English as a major obstacle to many aspects of their resettlement and adjustment process, they clearly felt English should be addressed at the ICM sites. Indeed, when asked what other advice they would give Eastern European refugees waiting in asylum countries, seventy-six percent (76%) of the respondents said, "Study English."

SUMMARY

According to the questionnaire responses, we may conclude that most refugees are adjusting successfully, although slowly, to their new lives in the US. They have made many comments that the reality they encountered did not coincide with their expectations, but once they accepted this fact, they restructured their plans to accommodate the situation. For those who participated in the Cultural Orientation training, they said it helped them prepare for resettlement. For those who had not participated, they expressed the wish that they had.

One very positive finding from the refugees' questionnaires is the evidence that most refugees work when they arrive in the US. Their prime motive for working is to feel independent, not just to support themselves and their families. Although the refugees expressed some dissatisfaction with the types of jobs available to them and the wages, they were aware that chances for advancement exist, especially once their English skills improve. It is worth noting that less than half of the refugees use public assistance, and those that do, usually stop after six months. The major concern for those on public assistance is having a chance to study English and getting free medical care.

On the negative side, English was clearly an obstacle for the refugees. One respondent suggested the refugees be forced to study it while waiting in an asylum country, because they do not realize beforehand just how essential English is for survival in the US. Once here, though, the refugees recognize the need and more than half enroll in ESL classes. The percentages indicate, too, that after six months, more and more refugees are able to enroll in higher education courses.

EASTERN EUROPEAN REFUGEE SURVEY

TABULATION OF REFUGEES' RESPONSES

(FORM A)

The following compilation of the Eastern European refugees' questionnaire results shows the percentage of refugees who responded to the questions. In this tabulation, as in the others in this report, the percentages have been rounded to the nearest whole number. In some instances, the sum of the percentages will not equal 100, because some refugees either did not answer all the questions or responded in an incorrect manner. This tabulation follows the questionnaire format, although the answers to the open-ended questions #'s: 6, 9, 10b, 14, 19b, 27b, 28b,c,d, 32b, 37, 45, 48, 49, 52, 53, 54, 56, 57, 58, 59, 61, 62, 63, 64b, and 65 are listed in numerical order.

N = 108

GENERAL INFORMATION

Please check:

1.

(1)	47	Polish
(2)	53	Romanian

2.

(1)	65	male
(2)	34	female

3. How old are you?

(1)	12	17-25
(2)	49	26-35
(3)	26	36-45
(4)	12	46 or older

4. Are you ?

(1)	36	single
(2)	65	married

5. a. Do you have children?

(1)	60	yes
(2)	40	no

b. If yes, did your children remain behind or accompany you to the US?

(1)	65	Remained behind
(2)	32	Accompanied me

c. Their ages?

under 12	12 - 18	over 18
72	39	6

d. What was your marital status when you arrived in the US?

(1)	35	single
(2)	65	married

e. If married, did your spouse accompany you?

(1) 46 yes
(2) 54 no

6. How many years of education did you have in Poland/Romania?

years:	less than 12	12-14	14+
	15	44	40

7. What would you consider your English language skills when you left your country?

		a. understanding	b. speaking	c. reading	d. writing
(1)	good	9	7	9	8
(2)	fair	36	35	33	31
(3)	none	55	59	58	61

8. What would you consider your knowledge of the US when you left your country?

(1) 36 good
(2) 48 fair
(3) 17 none

9. a. How many years did you work in Poland/Romania?

years:	0	1 - 5	6 - 10	11 - 15	16+
	10	15	31	23	21

b. What kind of job did you have?

22 manual work

9 engineer

7 electrician
7 tradesman
6 white collar
6 office/clerical work

4 architect/draftsman
4 sales work
4 small business
4 teacher/principal

3 machinist
3 chemist
3 manager level office/sales

2 social scientist
2 student
2 farming/gardening
2 therapist
2 computer programer

1 miner
1 priest
1 mathematician
1 doctor
1 nurse
1 customs officer
1 air traffic controller

10. a. How long did you wait in an (European) asylum country?

(1)	15	less than 3 months	(3)	25	9-18 months
(2)	50	3-9 months	(4)	3	other

b. Which country?

West Germany	17	Greece	8
Austria	14	France	2
Italy	33	Belgium	1
Yugoslavia	17		

11. Did you work at any time during this period? a. (1) 57 yes (2) 36 no

b.	If yes:		c.		
(1)	34	full time	(1)	21	in your profession
(2)	57	part time	(2)	67	other profession

12. Did you study English during this period?

(1) 51 yes
(2) 41 no

If yes, where? (Check as many as applicable)

(a)	49	in the camp	(f)	39	no classes available
(b)	25	in the pension	(g)	36	worked
(c)	2	with private tutor	(h)	25	studied asylum country language
(d)	60	self-study	(i)	32	other
(e)	13	other			

If no, why not?

13. a. Did you stay at an ICM Cultural Orientation (CO) site in West Germany, Austria, Italy, or Yugoslavia shortly before your departure for the US?

(1) 63 yes
(2) 33 no

b. If yes, where?

(1) 25 West Germany
(2) 16 Austria
(3) 51 Italy
(4) 7 Yugoslavia

c. Did you participate in ICM Cultural Orientation information classes at this site?

(percentage based on all the refugees surveyed)
(1) 57 yes
(2) 32 no

(percentage based on refugees who stayed at sites offering ICM training)
(1) 90 yes
(2) 10 no

d. If no, why not?

15 was in the camp before the course was offered

9 was not in an ICM camp

2 came straight from home country
1 no time (worked)
1 don't know

14. a. When did you arrive in the US?

year:	1980	1981	1982	1983	1984	1985	1986	1987
	1	0	4	6	10	22	31	25

b. City and State:

Region I	3	Portland, Maine
	3	Winsooski, Vermont
	1	Burlington, Vermont
Region II	10	New York, New York
	1	East Brunswick, New Jersey
Region III	5	Philadelphia, Pennsylvania
	1	Boyerville, Pennsylvania
Region IV	6	Jacksonville, Florida
	1	St. Petersburg, Florida
	1	Clearwater, Florida
	1	Raleigh, North Carolina
Region V	9	Chicago, Illinois
	7	Detroit, Michigan
Region VI	9	Dallas, Texas
	1	Houston, Texas
Region VII	15	St. Louis, Missouri
Region VIII	1	Sioux Falls, South Dakota
Region IX	6	Orange City, California
	5	San Diego, California
	3	Los Angeles, California
	1	Phoenix, Arizona
Region X	7	Seattle, Washington
	2	Boise, Idaho

15. Besides the local voluntary agency, who sponsored you? (Check as many as applicable)

(a)	14	group/church
(b)	23	relative or friend
(c)	8	other individual
(d)	51	no other sponsor
(e)	6	other

16. Do you live in the city where you originally resettled or have you moved (secondary migrant)?

(1)	74	original city
(2)	24	have moved

17. If you moved, why did you move? (Check as many as applicable)

(a)	8	to join family
(b)	12	to join friends
(c)	19	to join a larger group of own ethnic group
(d)	58	for better employment opportunities
(e)	12	for better educational opportunities
(f)	4	for better public assistance
(g)	0	for better private assistance
(h)	23	to live in a better neighborhood
(i)	15	to live in a better climate
(j)	54	other

18. When you first arrived in the US, **who helped you the most** in finding out about community resources? (Check **ONE** answer)

(1)	14	group/church
(2)	44	voluntary agency
(3)	7	family
(4)	9	friends
(5)	15	other refugees
(6)	7	others

19. When you first arrived did you have any contacts with Americans?

a.

(1)	35	none
(2)	26	very little
(3)	22	some
(4)	16	much

b. Please describe:

17 with co-workers

13 casual, occasional contacts (neighbors, etc.)

11 with volag/sponsor/family

7 very little because of the language barrier
6 with American friends
5 with teachers

4 through the church
3 with other immigrants
3 lived with Americans

2 at ESL class
2 with some American families
2 through general help with phone calls, finding a job, etc.
1 at a college entrance preparation course

20. With whom do you presently live? (Check as many as applicable)

(a)	12	spouse
(b)	37	spouse/children
(c)	7	children
(d)	5	parents
(e)	2	brother/sister
(f)	1	other relatives
(g)	26	friends
(h)	11	alone
(i)	9	other

21. Who/what are your primary sources of income? (Check as many as applicable)

(a)	75	self
(b)	25	spouse
(c)	2	children
(d)	2	other relatives
(e)	1	voluntary agency
(f)	1	church
(g)	19	public assistance (welfare)
(h)	2	other

22. Do you have an account at a bank or credit union?

a.			b.	If yes, what type?	
(1)	60	yes	(1)	80	checking
(2)	40	no	(2)	72	savings
			(3)	7	other

HOUSING

23. In which type of housing do you live?

(1)	10	room
(2)	62	apartment
(3)	24	house
(4)	2	duplex
(5)	0	mobile home
(6)	2	other

24. Do you rent or own your own home?

(1)	87	rent
(2)	8	own

25. What is your monthly payment, including your utilities?

(1)	17	less than $250	(4)	11	$451 - $600
(2)	32	$250 - $350	(5)	7	$601 - $800
(3)	27	$351 - $450	(6)	1	more than $800
			(7)	1	other

26. How did you find your room/apartment/house?

(1)	19	newspaper ad
(2)	24	help of sponsor/voluntary agency
(3)	34	help of family/friends
(4)	8	vacancy sign
(5)	0	telephone book listing
(6)	2	community bulletin board
(7)	7	Real estate agency
(8)	6	other

27. Are you satisfied with your present housing situation?

a.

(1)	78	yes
(2)	21	no

b. Why or Why Not?

yes:

47	it is comfortable, large enough, in good condition
30	it is in a good neighborhood - near transportation
18	low rent
4	independent/it is my own
2	better than other housing/better than in Poland
1	don't know

no:

13 it is uncomfortable, too small, in poor condition
5 not independent
3 it is in a bad area
1 too expensive
1 it is a shelter, which is closed during the day

EMPLOYMENT and EDUCATION

28. What did you do when you first arrived in the US (in months 1 - 6)? (Check as many as applicable)

A.

(a)	69	worked
(b)	6	attended high school
(c)	16	looked for job, but didn't find one
(d)	57	attended ESL classes
(e)	2	attended community/junior college/university
(f)	3	attended vocational/technical training
(g)	4	updated professional skills
(h)	1	studied for a GED
(i)	2	did not work or go to school
(j)	4	other

B. If you worked, how soon after arrival did you get your first job?

months:	0 - 3	4 - 6	7 - 9	10 - 12	12 - 24
	68	14	4	5	1

C. If you worked, what kind of work did you do?

18	manual work	2	programmer
		2	sales
15	service-oriented (hotel, restaurant)	2	babysitting
8	machinist	1	mechanical engineer
8	auto-related (mechanic, painter)	1	clerk
		1	security guard
7	tradesman/craftsman	1	secretary
		1	internship at university
6	factory work	1	laboratory work
		1	lower level architect
4	small business	1	priest

D. If you didn't work, did you receive public assistance?

a.

(1) 48 yes
(2) 41 no

b. If yes, for how long?

months:	0 - 3	4 - 6	7 - 9	10 - 12	12 - 24
	25	29	8	17	10

29. During your first 6 months in the US, why did you get a job or use public assistance? (Check as many as applicable)

	A. job			B. public assistance	
(a)	26	support family	(a)	16	support family
(b)	27	build job experience	(b)	23	learn/study English
(c)	21	establish job contacts	(c)	29	free medical care
(d)	36	learn/practice English	(d)	5	vocational/technical training
(e)	16	learn about culture	(e)	2	professional training/certification
(f)	53	independence	(f)	8	health
(g)	34	self esteem	(g)	27	inability to find a job
(h)	15	sponsor's advice	(h)	5	sponsor's advice
(i)	13	public assistance not sufficient support	(i)	8	financial support better than that from entry level job
(j)	31	assumption that one must (initially) work	(j)	2	assumption that one must (initially) receive public assistance
(k)	6	other	(k)	2	other
(l)	30	I did not get a job in months 1-6	(l)	40	I did not use public assistance in months 1-6

30. What did you do in months 7-18 after your arrival in the US? (Check as many as applicable)

(a)	65	worked
(b)	3	attended high school
(c)	7	looked for job, but didn't find one
(d)	36	attended ESL classes
(e)	7	attended community/junior college/university
(f)	2	attended vocational/technical training
(g)	10	updated professional skills
(h)	1	studied for a GED
(i)	1	did not work or go to school
(j)	6	other

31. During months 7-18 after arrival in the US, why did you work or use public assistance? (Check as many as applicable)

A.	job		B.	public assistance	
(a)	40	support family	(a)	11	support family
(b)	32	build job experience	(b)	14	learn/study English
(c)	28	establish job contacts	(c)	14	free medical care
(d)	44	learn/practice English	(d)	2	vocational/technical training
(e)	22	learn about culture	(e)	2	professional training/certification
(f)	60	independence	(f)	7	health
(g)	38	self esteem	(g)	7	inability to find a job
(h)	7	sponsor's advice	(h)	1	sponsor's advice
(i)	2	other	(i)	2	other
(j)	13	I did not get a job in months 7-18	(j)	54	I did not use public assistance in months 7-18

32. What do you now believe would have been the **ONE** best choice for someone in a situation similar to yours, who is newly arrived in the US? (Please check only **one** answer)

a.

(1)	8	work	(4)	0	other training
(2)	46	study English	(5)	2	other
(3)	43	work and study			

b. Why?

work:

3 to support self, money is necessary
2 work to be independent
1 work gives experience, independence, orientation and better chance to learn English than school.

study English:

25 knowing English is the essential base for daily life, work, better jobs

4 knowing English is essential for self-sufficiency

2 it is difficult to work hard and study at the same time
2 one can make more contacts, can communicate
2 it is easier to learn in the US, have more opportunity to practice

1 to confirm qualifications, diploma
1 only if the social program will provide better financial help
1 it is good to have a head start in English

work and study:

9 to be financially independent and learn the language/to start working as soon as possible, then get a better job

6 for self assurance, communication ability, moral feeling, adjustment
5 one needs English to get a job/better job
3 for self-sufficiency, security
3 one has more opportunities as English improves/better future
2 helps you learn English more quickly

1 "there is no life without language and a job"
1 "live (sic) is too short"
1 "study to find work and work to have a sense of self-worth"
1 it is best to study training for a new job
1 to be competitive with Americans
1 to be more useful in society
1 English is most important
1 education is the best thing
1 this is the right way

33. Have you worked at any job since your arrival in the US?

(1) 83 yes
(2) 16 no

34. How did you find your first job?

(1)	37	help of sponsor/volag	(5)	4	employment agency
(2)	21	help of friends/relative	(6)	2	"help wanted" sign
(3)	12	newspaper ads	(7)	0	community bulletin board
(4)	1	yellow pages	(8)	8	other

35. How did you find subsequent jobs? (Check as many as applicable)

(a)	12	through people met at work	(f)	7	employment agency
(b)	15	help of sponsor/volag	(g)	0	"help wanted" sign
(c)	29	help of friends/relatives	(h)	5	going door to door
(d)	20	newspaper ads	(i)	2	other
(e)	0	yellow pages			

36. Are you working more than one job?

(1) 14 yes
(2) 75 no

37. Information about your **present** job(s):

(a)	type of job(s)	41	manual/entry-level
		33	trades/craft
		10	professional
		2	other
(b)	hours	37	8 per day
		37	more than 8
		5	less than 8
		3	other
(c)	salary	9	less than or equal to $4
		67	$4.01 - 7.00
		17	$7.01 - 9.99
		7	more than or equal to $10

(d) benefits

42	medical insurance
21	vacation
19	sick leave
18	not applicable
17	none
13	other
1	life insurance
1	meals at work

38. How do you get to work? (Check as many as applicable)

(a)	10	bus
(b)	10	subway
(c)	58	car
(d)	0	bicycle
(e)	8	car pool
(f)	4	walk
(g)	0	train
(h)	0	other

39. a. Do you have a US driver's license?

(1)	78	yes
(2)	22	no

b. When did you get it?

(1)	71	months 1-6
(2)	24	months 7-12
(3)	5	months 13-18
(4)	0	after 18 months

40. How does each of the following in the United States compare to Poland/Romania? (Check either "same", "worse", or "better".)

1	same	2	worse	3	better	
(a)	16	(a)	10	(a)	65	job mobility
(b)	19	(b)	10	(b)	63	chance for advancement
(c)	26	(c)	14	(c)	51	hours
(d)	1	(d)	12	(d)	80	wages
(e)	18	(e)	36	(e)	35	benefits
(f)	36	(f)	9	(f)	47	relationship with employer
(g)	47	(g)	14	(g)	31	relationship with co-workers
(h)	7	(h)	19	(h)	65	facilities
(i)	19	(i)	28	(i)	46	safety
(j)	10	(j)	4	(j)	80	efficiency
(k)	1	(k)	2	(k)	90	technical level
(l)	14	(l)	17	(l)	58	professional satisfaction
(m)	8	(m)	17	(m)	65	personal satisfaction
(n)	1	(n)	3	(n)	6	other

41. What were the biggest problems for you as you started working in the US?

(a)	61	learning/speaking English	(i)	16	making friends
(b)	16	learning/using new technology	(j)	4	keeping regular attendance due to family/ personal demands
(c)	30	not understanding rules and regulations			
(d)	20	interacting with employers			
(e)	11	interacting with co-workers	(k)	3	responsibilities at home
(f)	25	being/feeling different	(l)	7	health
(g)	14	feeling overwhelmed by new demands	(m)	5	other
(h)	24	culture shock			

42. What things were easiest for you as you started working in the US?

(a)	31	speaking/learning English
(b)	22	learning/using technology
(c)	30	hours
(d)	13	benefits
(e)	23	interacting with employers
(f)	25	interacting with co-workers
(g)	34	making friends
(h)	35	atmosphere, friendliness
(i)	5	other

43. If you studied in the first year after arrival, at what kind of institution did you enroll? (Check as many as applicable)

(a)	37	I did not study in the first year
(b)	40	ESL classes in adult education/community college/private program
(c)	13	ESL classes in church sponsored program
(d)	7	other adult education program
(e)	5	technical/vocational
(f)	5	professional training
(g)	4	community /junior college
(h)	5	college/university
(i)	1	high school

44. If you studied in the first year after arrival, how were you financially supported? (Check as many as applicable)

(a)	35	I did not study in the first year
(b)	6	self (part-time work)
(c)	14	self (full-time work)
(d)	6	family
(e)	6	loans
(f)	7	grants/scholarships
(g)	22	public assistance
(h)	9	other

45. What was/is different about studying in the US compared to studying in Poland/Romania?

20 free choice in US, flexible schedules, diversity

14 lower level of education in US (especially in elementary school)

9 education is free in Poland/Romania

6 different relations between teachers and students
5 better equipment, books in the US
4 no age, time, social origin restrictions to studying

2 more discipline, serious in Poland
2 school can be extended to infinity in US/can make a career out of it
2 practical emphasis (US) vs. theoretical emphasis (Poland)
2 less pressure, less demanding
2 US method adjusted to students' goals and capacities
2 US more efficient/better organized material
2 a student can work, too

1 study is a must in the US
1 tests are a major examination technique
1 one can study at home
1 one can stop studying
1 it's hard to find a job when finished with school
1 Romanian students spend more time with their studies
1 financial aid is available
1 more information is available
1 I am scared about problems for kids in schools: violence, rape, kidnapping
1 there's more emphasis on individual responsiblity
1 more correct appraisal of studies
1 one can improve oneself in U.S.
1 I can't understand what is taught

25 none
3 don't know

46. Aside from English, what were the biggest problems for you as you began studying in the US? (Check as many as applicable)

(a) 40 I have not begun studying
(b) 7 previous education not credited
(c) 12 not understanding rules and regulations/instructions
(d) 5 interacting with instructors
(e) 5 taking tests
(f) 17 managing my time
(g) 2 interacting with classmates
(h) 15 being/feeling different
(i) 12 feeling overwhelmed by new demands
(j) 13 culture shock
(k) 10 making friends
(l) 8 keeping regular attendance due to family/personal demands
(m) 8 keeping regular attendance due to work demands
(n) 8 responsibilities at home
(o) 6 other

47. Aside from English, which of the following were easiest for you as you started studying in the US? (Check as many as applicable)

(a)	40	I have not begun studying
(b)	9	credit given for previous education
(c)	12	understanding rules and regulations
(d)	18	being able to follow instructions
(e)	15	interacting with instructors
(f)	20	interacting with classmates
(g)	22	making friends
(h)	12	other

48. What were some of your misconceptions about work in the U.S.?

17 thought it would be easier to get a job/didn't realize the problem with unemployment

11 thought jobs would be better paid

5 didn't realize it's easy to lose a job/thought there was more job security
4 thought people worked harder
3 thought one could work at professional level/degree would be recognized

2 didn't think employees were used so effectively
2 surprised at frequent and intensive professional training in most jobs
2 didn't realize need/demand for high qualifications in so many occupations
2 pay better than thought

1 thought performance counted, not necessarily seniority
1 didn't know workers were without the social benefits they have in Western Europe
1 disappointed in safety and facilities
1 technical level worse than thought
1 thought people expected more from their work than money
1 thought one could receive welfare and learn English
1 found office work impossible without an American education
1 general education level is surprisingly low
1 thought there would be more discipline
1 there is more discipline
1 didn't realize it's difficult to join trade unions
1 thought work would be steady
1 didn't realize employers don't like overqualified people for entry positions
1 thought older people would have problems getting jobs at once
1 thought I could only be a housekeeper
1 thought I would have more problems and never get a good job
1 knew about American work habits and wasn't disappointed
1 it exploits you in the US
1 thought owners were less demanding
1 thought one could do a lazy job and get the same salary as one who does a perfect one
1 surprised responsibility is that big in any American job
1 that it's difficult in the US
1 that there would be more productivity
1 too many professional restrictions
1 a recommendation or a certificate means more than the skill

43 none

49. What were some of your misconceptions about **study** in the US?

13 thought average education level was higher

10 thought school would be free/cheaper

4 surprised even those without financial possibilities can study higher education
3 thought kids would have more homework and that they studied harder

2 expected more discipline in the US system
2 didn't know there were so many illiterates
2 thought there would be more ESL study
2 surprised so many people study
2 believed all professions including teachers were well prepared, well educated

1 "that all schools were private"
1 thought one could study first, work later
1 requirements are too high
1 thought there was very good school equipment
1 "It is more difficult."
1 believed in financial government assistance for child education
1 there is a great emphasis on professional training as part of educational system
1 believed schools and universities were not a jungle
1 believed in higher education
1 thought it was easier to register for classes you wanted
1 didn't know study was so individualized
1 surprised subjects are attacked so abruptly
1 didn't know about home courses
1 thought if you wanted to study, you just needed the time
1 thought high school students weren't treated as humans with rights to like or dislike and to choose
1 it is more theoretical
1 the fact that educational relationship is strictly professional
1 educational system seems entirely different

51 none
6 don't know

OVERVIEW

50. With whom do you most frequently interact?

(a) 62 your own family
(b) 79 members of own ethnic group
(c) 36 other Eastern Europeans
(d) 26 members of other immigrant group
(e) 57 White Americans
(f) 8 Black Americans
(g) 6 Hispanic Americans
(h) 8 nobody (I stay home)
(i) 2 other

51. What do you and your family/friends do in your leisure time? (Check as many as applicable)

(a)	25	sports	(h)	31	music
(b)	13	cultural/ethnic activities	(i)	27	movies
(c)	26	church activities	(j)	19	parties
(d)	68	visit friends	(k)	24	spend time in shopping malls
(e)	39	stay home	(l)	69	watch TV
(f)	52	read	(m)	50	write letters
(g)	24	no significant leisure time	(n)	18	other

52. a. What activities would you like to participate in?

25 sports

14 cultural activities
12 language study
12 travel

8 study
6 music
6 religious activities

3 professional group discussions
2 social work
2 politics
2 ethnic activities
2 go to movies

1 photography
1 teach
1 take a computer course
1 learn a new trade
1 work in own profession
1 work with electronics
1 gardening
1 build own home
1 have picnics
1 scientific research
1 meet people

2 don't know

b. What has kept you from getting involved in them?

37 lack of time

25 lack of money

17 lack of English skills

10 work conflicts

7 lack of transportation

3 home responsibilities
3 lack sufficient information
2 diploma not accepted

1 too tired to concentrate/study hard in class
1 lack necessary travel documents
1 lack equipment
1 bad atmosphere at the church
1 no Orthodox church in Dallas
1 don't belong to ethnic group with same interests
1 education
1 no job
1 no close location

53. What is the ONE best experience you have had in the US?

14 getting a job/paychecks

11 arrival in U.S.
10 family's reunification

6 child's birth
6 meeting nice/friendly/helpful people

2 getting married/meeting wife
2 travel
2 meeting with sponsor at airport
2 buying my own home
2 getting a job related to my background
2 total freedom
2 living in the US without fear of harassment
2 being treated well/respected as an individual

1 being independent
1 moving to another city
1 big welcome party by boss
1 financial aid to study English
1 being with my best friends
1 my son passed college entrance exams
1 medical help
1 driver's license
1 having a car and being able to go anywhere
1 business meeting with a manager who hired me
1 having a fair job interview
1 exposure to new technology (computers)
1 scholarship to study in US
1 the school and atmosphere here
1 getting to know New York
1 living in Vermont
1 collaboration with Americans to rent an Episcopal church for services
1 free medical assistance to a pregnant woman
1 going to a hospital which found an interpreter and which gave me good treatment

1 going to a university
1 being offered understanding when I applied for a visa for my family
1 finding a more just world
1 the way US customs checked luggage
1 moving to present house from boarding home
1 being able to buy things
1 have never been happy since arrival

12 none

54. What is the **ONE** worst experience you have had in the US?

10 lost job
9 problems getting a job
8 health problems

6 conditions of first apartment
6 victim of crime
6 lack of interest by sponsoring agency/problems with sponsors

3 inadequate financial assistance/no money for rent
3 difficulty bringing family to US
3 the language, not being able to communicate
3 problems with Romanians who take advantage of newcomers

2 divorce/separation
2 contact with Poles
2 a car wreck
2 the work done on the job/type of job

1 climate
1 arrested for disturbing the peace
1 the first few days
1 starting life in New York
1 Blacks on the streets
1 first ride through burned and devastated streets
1 problems with Romanian caseworkers
1 lack of interest in culture by many Americans
1 an affair
1 a severe life
1 East Brunswick, NJ
1 being paid with bad checks
1 not getting asylum my first time in US on travel - had to leave and go to camp in Italy
1 an apartment manager said, "I don't like the refugees. They come to take our jobs."
1 my son got lost on his first day of school
1 moving to a different apartment
1 culture shock
1 some newspaper articles remind me of Romanian newspapers

19 none

55. When you have a problem, where do you go for help? (Check as many as applicable)

(a)	34	family	(e)	8	counselor
(b)	73	friends	(f)	6	teacher
(c)	36	sponsor/volag	(g)	17	don't go to anyone
(d)	2	priest	(h)	11	other

56. What were some of your past misunderstandings about American culture?

12 thought people had a better average living/it was easier to live

3 thought culture was at a higher level/more important to the average American
3 thought Americans were well educated
3 thought homes & cities were built differently (stronger, more modern, better roads)

2 thought it was excellent
2 didn't realize how commercial the US is
2 didn't think it was so different from European culture (especially with respect to appearance, trash, etc.)
2 thought it was more accessible (not so expensive)
2 didn't know about the American social split: very rich v. poor/large number of poor
2 thought Blacks were beaten, worked without pay, were slaves

1 didn't know art and culture would be accessible and that there would be a public demand for it
1 didn't realize the number of opportunities available
1 didn't expect so many differences with respect to states' cultures
1 communist propaganda
1 thought relations between people were closer
1 thought it was more urban
1 thought it was like in films
1 it doesn't fit the dream
1 thought the US would be better
1 thought medical assistance was free
1 didn't think America (which sends aid to other countries) would have homeless and hungry people

42 none

57. a. In what ways have your perceptions, attitudes and beliefs changed since you arrived in the US?

12 optimistic, hopeful, self-confident, have more self-respect

6 like the freedom, freer - can practice religion openly
5 changed idea of US, lowered expectations, more realistic
4 hardworking

3 depressed, see dark sides, nervous
3 adjusting better

2 more secure, safe, self-sufficient
2 more flexible, open

2 happy
2 less caring, colder
2 accepting of diverse new life and American culture
2 not sure about future and self
2 more serious about future

1 not much change
1 more patient
1 make decisions more easily
1 disappointed in educational level, crime, uncleanliness
1 didn't expect to see so many poor/homeless
1 value time and money
1 dislike members of my ethnic group because they have no goals
1 can achieve without cheating the system
1 realize that in America one can depend and count only on oneself
1 change of pace
1 everything's interesting and new
1 learned about American history/politics/economy/democracy
1 adjusting slowly
1 became racist
1 more suspicious/less trusting
1 learned to expect anything from anywhere
1 know that whoever wants to is free to work
1 more exacting about merchandise's quality
1 more efficient
1 very confused
1 understand getting and keeping a job is harder for an older person
1 realized freedom and democracy is for the rich
1 radical
1 enjoying weekend time

27 no changes
2 don't know

b. Do you like these changes?

67 yes
10 no
5 so-so, ok
3 yes and no
1 not all of them

58. a. In what way has your behavior changed?

18 more confident, courageous, open, secure, hopeful

6 more independent/free
6 better, calmer
6 more suspicious, cautious, calculating, attentive

4 not much
4 more independent/free
4 lonelier, more isolated

4 upset, worried, confused, negative
4 more practical, expeditious, organized

3 more responsible
3 more concerned with self and family
3 depressed, sadder
3 have adapted to American life
2 more stress resistant
2 tougher, less kind

1 avoid other Poles
1 more objective and comprehensive, realistic
1 became cold and unfeeling
1 easily influenced by emotion
1 disappointed
1 more concerned with time and money
1 not afraid for child's future
1 eat more
1 more punctual
1 more polite
1 enjoy meeting people
1 enjoy married life
1 mind own business
1 more free time
1 get along better with co-workers

26 no change

b. How do you feel about these changes?

38 like them, satisfied
21 so-so/ok
14 don't like them
1 don't know

59. a. How have you adjusted to life in the U.S.?

45 well, easily, no problems
13 ok
13 still adjusting

8 not well, hard
8 slowly

3 well, but more to do
2 hard at first, better now

1 like everyone
1 able to find time for myself
1 changes in accomodating to new life
parallel changes in language

1 don't know
1 no comment
1 none

b. How has your family adjusted?

33	well
13	ok/so-so
5	not well
4	still adjusting
2	hard at first
2	slow and hard
1	children well, spouse not yet adjusted
1	like everyone
1	not adjusting
1	nervous
1	everyone is studying
1	family lives a full life

OVERSEAS PRE-ENTRY TRAINING

60. What do you wish you had taken greater advantage of while waiting in (the asylum country) Germany/Austria/Italy/Yugoslavia? (Check as many as applicable)

(a)	42	studied English grammar
(b)	52	studied harder
(c)	30	asked more questions
(d)	6	sought help with personal concerns
(e)	57	practiced speaking English more
(f)	10	other

61. What **2 things** presented in the Cultural Orientation course did you find **most** helpful?

26	information about jobs/interviews/working conditions
19	information about the U S, life in general
11	practical information for daily life
7	information about the role of sponsor/volag
6	learning English
5	information about the people, culture
3	information about welfare rules and requirements
2	preparation for culture shock
2	to keep up good hopes during the period of drastic changes
1	USA films
1	information about documents issued right after arrival
1	the importance of establishing credit
1	oral information was helpful (but insufficient)
1	it is important to be self-sufficient
1	how to get financial assistance
1	don't ask for public assistance
1	don't expect too much upon arrival
1	"I was advised sponsors aren't the best people and we may be disappointed"
2	don't remember
11	none
30	did not attend

62. What **2 things** presented in the Cultural Orientation course did you find **least** helpful?

3 the program was too short
3 it didn't jive with reality

1 wrong information about health benefits
1 wrong information about buildings' constructions
1 didn't prepare people to be self-reliant
1 wrong information about sponsor led to increased expectations
1 insufficient (oral information)
1 entertainment
1 shopping
1 transportation
1 information was good, but insufficient
1 cultural information was too general
1 American social life
1 minimum wage is not enough for the standard of living
1 advice for future
1 professional skill
1 reality of employment (with regard to higher education)
1 attire when job hunting
1 don't remember

39 none

29 did not attend

63. What would you recommend to be included in the Cultural Orientation course to better prepare Eastern European refugees for resettlement in the U.S.?

22 English

15 tell the reality about life in the US

9 give more real examples of refugees who have arrived and coped with the first months

7 prepare for hard work and problems with getting a job
6 prepare for a job outside one's field - get training for a new job or own field in US
6 prepare for self-reliance/no dependence on agencies, interdependence with the economy, and decrease expectations
6 coping mechanisms/mental preparation

5 more information about social programs/benefits
4 more information about studies /tell them that free ESL courses are available
4 more books, folders, etc. about American people and their culture
4 more visual orientation - films about US

3 access to Polish newspapers
2 more health information (insurance, bills)
2 be honest about what to expect from the organization

2 practical information, regarding how to open a door, window, etc.
2 make the course longer
2 banking/financial history information
2 ask the right people for help with problems, not just friends

1 benefits from work
1 housing information
1 importance of a driver's license and car
1 make the course mandatory

1 don't know

64. If a friend of yours were coming to the U.S. as a refugee, would you recommend that he/she participate in a pre-entry CO course?

a.
(1) 90 yes
(2) 7 no

2 don't know

b. Why or Why Not?

yes:
50 it is better to know more about the country/be prepared

7 it clears up some misconceptions of US life that refugees have/is more realistic
7 it is very useful/helpful
6 it teaches practical things for US daily life

4 it helps psychologically/decreases frustration
3 "didn't prepare me for what I had to face in the US"/"doesn't give a good image of an immigrant's life in the US"
2 to be confident

1 to learn some English
1 it helps to adapt
1 it is efficient
1 it is necessary
1 to learn about freedom to ask for things in US

no:
1 wasn't very useful
1 "wasting his time. CO course will not overcome his imagination about U.S.A. during 3-4 days."
1 there is no profit from it

1 don't know

65. What other advice would you give to Eastern European refugees who are still waiting in asylum countries (Germany/Austria/Italy/Yugoslavia)?

76 study English

19 learn more about the culture and life in the US/take CO
18 prepare self for work; rely on self, not sponsor

13 decrease expectations

8 work and save money earned in asylum country
6 be patient, it'll be better/be calm

4 ask a lot of questions
4 prepare self for lower income level and housing
4 face the difficulties, solve the problems
3 have contact with family and friends/write to US friends for the right information

2 be more optimistic, keep trying, confident
2 have more contact with Americans (regardless of skin color)
2 prepare for a new lifestyle
2 find a job as soon as possible
2 be flexible, open-minded
2 don't expect diplomas to be recognized
2 learn the language of the new country
2 improve professional skills or get into training programs

1 try to find more luck in Western Europe
1 restrain contact with Poles
1 think out decisions in a detailed way
1 less talk, more listening
1 bring documentation for work experience
1 get a diploma equivalent
1 go back to own country and try to change the political system there
1 don't start stealing and commiting crimes
1 ask the teacher about problems
1 take care of one's health
1 be prepared that some advice from Catholic Charities in Greece isn't all that accurate
1 give up who one was
1 accept humiliation as refugee
1 wait for a passport

EASTERN EUROPEAN REFUGEE SURVEY

VOLUNTARY AGENCY RESULTS

(FORM B)

INTRODUCTION

Voluntary agencies (volags) are private, non-profit organizations that offer the newly arrived refugees the major support they need for resettlement in the US. Refugees rely upon the volags for orientation to their new community, initial food, clothing and shelter, employment and education counseling, and immigration and family reunification assistance. The nonsectarian agencies frequently provide sponsorship of the refugees directly through their local offices staffed with professional, and often bilingual, caseworkers, or they seek individual, family or community group sponsorships. The religious-affiliated agencies usually link refugees with their local churches, parishes or synagogues for sponsorship and assistance.

Thus, refugees can come to the US through four types of sponsorship: 1) group - a traditional means whereby a group, such as a church or synagogue, sponsors a refugee and takes care of most of the basic resettlement needs; 2) individual - where a relative or friend, who is a permanent resident, takes responsiblity for the resettlement; 3) family - similar to an individual sponsorship, these are family reunification cases where a refugee brings the rest of his/her immediate family to the US; and 4) direct local voluntary agency - where all aspects of resettlement are handled by the local affiliates and their professional resettlement staff.

This survey investigation revealed that twelve of the seventeen volags (seventy-one percent, 71%) sponsor the majority of their clients directly (#4). Two agencies said most of their clients entered the US under family sponsorship (#3), and two others indicated that most of their refugees were sponsored by individuals (#2). The seventeenth agency did not respond to this question.

DEMOGRAPHICS

Seventeen voluntary agencies from thirteen cities in the U.S. participated in our EER survey. They were mailed an advance copy of the questionnaire (Form B) and then were interviewed by telephone. All but two were requested to concentrate on information about Eastern European resettlement in their local areas. The remaining two were asked to discuss the general resettlement picture for their entire state. Five of the volags emphasized primarily the Polish refugees' experiences; five, the Romanian refugees'; and seven, both groups'.

Seven of the respondents contacted were directors of the local volag affiliates, one was the assistant director, five were program managers for resettlement, three were job developers/ counselors and one was a caseworker. All of those interviewed dealt directly with the Eastern European clients. They indicated that they collaborated with colleagues to respond to the questionnaire as accurately as possible.

Regarding their refugees, Romanians were the majority population served in eight of the responding agencies; Poles, the majority in seven others. Czechs and Hungarians, respectively, were the majority in each of the other two. Sixteen of the service providers had sixty percent (60%) or more male clients. The seventeenth volag said its population was split evenly.

Single refugee clients under 30 years old constituted the largest group of Eastern European refugees in eleven of the agencies. Two others, both situated in the Chicago area, noted that most of their clients were couples and families with young children. The other four agencies had seventy-percent (70%) or more single clients, of any age. Families with older children tended to be the least common population the agencies serve. With the exception of two volags (who had 30% and 25%, respectively), these families made up ten percent (10%) or less of the clients.

The Eastern European refugees tend to arrive with more education than other refugee groups, such as the Southeast Asians. In all of the voluntary agencies at least seventy percent (70%) of the refugees had nine years of schooling or more. In seven volags, the majority of the clients had technical/vocational training too, after secondary school.

FINDINGS

Just as each refugee's resettlement experience is different, so is each local affiliate's. Independent factors, such as the employment possibilities in a particular city, the presence or absence of an established Eastern European community, and the amount of state and federal funding available, play a major role in a local agency's ability to resettle refugees. The background (education level, English proficiency, participation in a cultural orientation course in Europe, etc.)and personality of each refugee are also beyond a volag's control, yet are decisive influences in a refugee's adjustment to life in the US. Keeping these factors in mind, it is understandable that our survey resulted in many contradictory findings and impressions, as the paragraphs below will reflect. Nonetheless, there was unanimity on several basic issues. These center around the agencies' perceived needs to: 1) find additional means to diminish the refugees' expectations about life in the US; 2) make the refugees more aware of the realities of entry-level jobs and the American work culture; 3) improve their English proficiency; and 4)prepare the refugees for the culture shock they will confront.

In the following text we have tried to recount the general trends and common threads that appear in the voluntary agency responses. However, many quotations that seem contradictory have been included to show the diversity of each resettlement situation.

The major finding addresses the Resettlement and Sponsorship topic in the Cultural Orientation program offered to the refugees at their training sites. Almost all the volags indicated that the refugees arrive in the US with too high/unrealistic expectations about what they will receive from the agencies and what life will be like in the US. One respondent said, "Most of our energy goes into dealing with false expectations. There is severe interference with helping them and it creates an atmosphere of distrust." Another explained the conflict between the refugees' agenda and the agency's, saying "It seems that the refugees do not fully understand and/or accept the role of the agency and the nature of what's available. The agency 'deprograms' the refugees."

The agencies do not necessarily identify the CO course as the culprit. One respondent said, "By the time they get here, they have wrong ideas either from CO or US letters." The Director of Human Services and the Education Specialist at one agency did not know about the program. They see no difference among refugees, but explained, "We've asked them where they get their 'funny' ideas and the refugees usually say at 'the embassy'." And yet, another volag has recognized improvements since the CO course was implemented. "It has changed drastically. They are coming in more oriented (now)...They know they have to accept entry-level jobs, but they still don't like it and sometimes create problems."

The volags insist that their limitations, in particular their financial constraints, be made clear to the refugees before leaving the sites. Frequently, they said, the refugees have learned about their "entitlements" (e.g. welfare, food stamps) in the sites and not enough about their

"responsibilities" (e.g. early employment). One respondent related being told by several Eastern European clients that they were informed at their European site, "You don't need to bring anything...All will be provided with suburban homes and 2-car garages." At another agency, some refugees reported having learned, "The voluntary agency is supposed to provide free food and housing for 6 months." The survey respondents, though, were unable to identify whether this misconception was something the refugees had learned or simply wanted to believe.

The second major finding concerned the Employment topic. Again, almost all the volags suggested emphasizing more aspects of the US work culture and the realities of entry-level jobs. "Interim (employment) doesn't mean (being) stuck," one respondent has told several of his Eastern European clients. Some recommendations for work culture subtopics included: the concept of upward job mobility; the unwritten rules of the workplace, such as calling in when ill or being loyal to a company; "selling oneself" during job interviews; and the importance of good, proven work experience.

The refugees' English language ability is the third major finding of this questionnaire. In each question where "English skill" was referred to in the options, it was the first or second factor chosen. Inadequate English was the refugees' most serious problem in their first 6 months of resettlement and at their workplaces; and it was the major influence in a refugee's decision to stay on public assistance. ESL (English as a Second Language) was the first choice of courses to study, too. Inadequate language skills were also the source of many cross-cultural problems the Eastern European refugees encountered, such as following regulations and adjusting to daily life.

The fourth finding refers to the Culture Shock and psychological problems the refugees should expect to face during resettlement. Most of the voluntary agencies reported their clients exhibit aspects of culture shock. The most common symptoms were: depression, drinking, unrealistic demands that they expected the volag to fulfill, and domestic violence. The volags recommend more counseling and preparation be available for these refugees, both at the training sites and in the US.

Resettlement

More than half of the voluntary agencies provide continuous resettlement services for 6 months or more. (It should be noted that funds provided by the Department of State, Bureau for Refugee Programs, for "reception and placement" services are intended to offset only thirty days of basic living expenses.) Of those that discontinue services earlier, most of them said that they would still provide assistance on an individual basis. In resettling the refugees, eleven of the volags said they use native languages with the refugees, at least initially. However, two of those agencies and three others insisted that they really use both native languages and English. The other three only use English.

The services provided by the voluntary agencies in the first 6 - 12 months are basic resettlement needs including housing, employment and education information/assistance, and an orientation to the local area, as well as other services like counseling, family reunification and immigration status adjustment. Job upgrading and family/immigration issues are the services that most frequently continue beyond the first year of resettlement. The refugees themselves often request additional assistance, in particular, medical/dental insurance and financial aid, which are not the responsibility of the volags.

In dealing with the Eastern European refugees beyond their basic needs, more than half of the voluntary agencies (10 of 17) said it was not possible to treat all the refugees as one group. They saw many differences among the ethnic groups, especially in their social behavior and employment outlooks. The respondents' perceptions of the ethnic groups did not correspond in many cases, however. For example, one volag observed that the Poles and Czechs were similar, more inclined to take a job, and were more outgoing and aggressive; whereas, the Romanians were more reserved and withdrawn. Another volag, though, reported the Poles were very cold,

show little emotion, and are prone to extreme adjustments-some readjust very well, while others readjust very badly and may exhibit deviant behavior; yet, the Romanians were ingratiating, sincere, appreciative and caring. Several agencies did note that the Romanians tended to be more suspicious or paranoid of others.

Many of the volags explained that most Eastern European refugees remain closest to their own ethnic group, or to other immigrant groups. Although they will interact with White Americans in the first six months, they tend to avoid interaction with Black, Asian or Hispanic Americans, except on the job. In conjunction with this ethnic solidarity, the volags said the Eastern European refugees do help one another, particularly with job referrals, housing arrangements, transportation and general information about the area. The helpers are both recent arrivals and long-term residents. The volags acknowledge that for some refugees, such as the Poles in Chicago and St. Louis, there is a large community network already in place, which embraces them upon arrival, although they noted that there were some instances of tension between the older, already settled immigrants and the newer refugees.

The major problem the voluntary agencies confront is helping the refugees choose between work and public assistance. Because the volags expect the refugees to start working as soon as possible, they often have conflicts with many refugees who would prefer more time to settle in, study English, get recertification, etc. Despite their desires, however, most refugees do agree to work. In their first six months of resettlement, both Poles and Romanians, males and females, select the same three actions: work full time, attend ESL classes and/or attend job or vocational training. A large number of wives, though, opt neither to work nor attend school, especially those with young children.

Complications arise, nonetheless, since many of the refugees are unprepared to accept entry-level jobs and the low wages and poorer living conditions that accompany them. The lack of job security is the major concern for all the Eastern European refugees-married and unmarried, male and female. Moreover, those who were professionals in their own country, the volags explain, have an acutely difficult time adjusting to entry-level work. Some, as their English improves, do find a slot in their own profession, but usually only after they have taken recertification courses.

Five problems were identified by the volags as very serious for the refugees. They were: inadequate English ability, culture shock, waiting for family reunification, feeling lonely and finding a job. When asked about the easiest adjustments for the refugees, the voluntary agencies had no consensual opinion; but some were identified, such as acquiring consumer goods, learning the transportation system, the weather, and new foods. The agencies concur about patterns among the refugees who are not self-sufficient within two years--most begin to exhibit deviant behavior, such as drug/alcohol abuse and minor offenses, become very depressed, and/or are in and out of jobs frequently. However, a very small percentage of their clients actually have problems with the law, and those usually concern traffic violations.

When asked about secondary migration, ten of the eleven volags who could respond said seventy percent (70%) or more of their clients did not move within the first year. All of the agencies, though, did say secondary migrants were present in their areas, but many were unsure of the percentages. They recognized that the secondary migrants' needs differed from the originally resettled refugees'. Mainly, their needs are job and housing information and an orientation to the city, including the public transport system. The volags consider the secondary migrants more realistic, better motivated, better English speakers and more knowledgeable.

Employment

Beginning with the Cultural Orientation program at the training sites and through the contact with voluntary agencies in the U.S., early employment is stressed to the Eastern European refugees. Twenty-five percent (25%) of the CO training is devoted to employment issues. Even though this pressure to get a job quickly does not always coincide with the refugees' desires, they realize the necessity of employment once they have arrived because America (a.k.a. the voluntary agency) is unable to meet all their needs. The false expectations and dreams are usually shattered and the volags report that the refugees are often angered. Yet, most of them manage to adjust to the realities they face. Eight of the agencies said almost three-fourths of their clients take their first job within three months. Another six noted that the majority of their clients find employment by six months.

Several factors influence the refugees' choice between work and public assistance. For those who decide to work, the factors are: 1) to support family, 2) the assumption that one must initially work, and 3) public assistance is not sufficient support. For those who choose public assistance, they are: 1) to learn/study English, 2) the assumption that one must initially receive assistance, and 3) free medical care. Several of the voluntary agencies mentioned that some of the church sponsor groups strongly promote public assistance instead of work. Ninety-four percent (94%) of the agencies said refugees could receive a public assistance supplement in their area, if the income was below a certain level. Most replied that food stamps and some medicaid were available, especially for large families.

When the refugees look for work, clearly their prime source for help is the voluntary agency. They also rely upon relatives/friends and sponsors for assistance in their job search. Some job developers said they tell the refugees that, although "employment in one's own field isn't immediate", the refugees should "work for excellence."

The volags disagreed on the opportunities available for the Eastern Europeans to work in their own profession soon after arrival. Most indicated there were strong opportunities for refugees who were tradesmen or craftsmen, but one service provider noted a serious drawback to employment for even these skilled refugees--the union membership requirement for jobs.

The first jobs the refugees find <u>within 6 months</u> are generally entry-level positions, usually not in their professions. These entry jobs include service related ones, factory and construction work, housekeeping, cleaning, laundry and babysitting. These jobs are upgraded, or the refugees move into such semi-skilled work as drafting, clerical work or nursing <u>in months 7-18</u>, providing their English has improved. Some skilled work, in engineering, for instance, is also found. <u>After 18 months</u> some refugees move into management positions and/or get recertification training, depending again on their English proficiency level.

The volags believe the Eastern Europeans are good employees, despite some serious problems they identify at work (e.g., lack of English skills, and difficulty understanding rules/ regulations/ instructions). They consider the refugees' highly trained background and their diligence as their best strengths on the job. Next they cite their ability to learn quickly as a strong point. Thirdly, their adaptability and eagerness to learn are additional features the refugees bring to their jobs. When asked to give reasons why refugees leave their jobs, the agencies commonly said they get a better job or they study.

Education

Most of the Eastern European refugees desire to attend educational classes once they arrive in the US. The volags say their clients recognize the need to study English and perhaps get retraining in their trade or profession or learn a new one. Many have difficulties getting their diplomas approved and/or accepted in this country. The agencies report that more than seventy percent (70%) of their clients enroll in an educational institution (usually to take ESL classes) in their

first year. They cite three prime influences for the Eastern European's choice of an institution: finances, goals and ambitions, and their previous education or profession.

However, because their finances are low and higher education is not free in the U.S., many refugees become frustrated. One respondent said he suggests that refugees postpone their education plans until they are resettled: "With permanent resident status, they can get cheaper tuition." Still, all the volags indicated that many opportunities for English language training are available free or at low cost. ESL classes are frequently offered at local high school-adult education programs, churches, multifunctional service centers, community colleges and the agencies themselves. Funding for these courses comes primarily through federal, state and city monies.

PRE-ENTRY TRAINING

Thirteen of the seventeen agencies (seventy-six percent, 76%) reported knowing about the CO program in Europe. Only seven of the thirteen have noticed a difference in the adjustment of the Eastern European refugees who participated in it, yet the differences are very varied. It should be noted, however, that the course is fairly new and was not implemented in the sites simultaneously. In 1983 it was established at one site in West Germany, in 1984 at two more sites, in Austria and in Italy, and in 1986, at the fourth site, in Yugoslavia. Furthermore, the course has undergone evaluations and revisions during the past years. Which training site the refugees transited through, and which year, understandably effect both the diversity of the voluntary agencies' perceptions of the cultural orientation training and the refugees' adjustment to resettlement.

Some agencies said those who went through the training were prepared to come and start work immediately. "They have a better understanding of the American work setting, are more inclined to accept entry jobs and are more aware of the notion of 'mobility'-but it needs more emphasis...The program still needs to provide material to decrease the unrealistic expectations." Another respondent said, "There are more problems with people from no CO (such as Poles who came through Spain). People (who participate in the CO course) enjoy taking it." Other service providers, though, had the opposite opinion. "They appear to bring information that 'the agency is supposed to help me until I finish ESL'," said one. "This was part of the green/blue book in Rome." And one respondent who was unfamiliar with the program said, "They (the refugees) don't mention the course. Some are knowledgeable, some are not. We figure they've picked up things on their own." Nonetheless, almost all the agencies stated that, CO training or not, the majority of the refugees were arriving with unrealistic expectations about their new lives in the U.S.

The local voluntary agency affiliates, on the whole, are not sure what is included in the syllabus of the CO course and many expressed interest in receiving further, specific information. One frequent suggestion from the volags was to increase the time spent in the training program. They all felt twenty-four hours of training was not of sufficient length. One director said very few of her clients participated in the CO. "Some were only there for a few weeks. Seventy-five percent (75%) of the cases came directly out of Romania and stayed one day or so in Italy. They didn't pay too much attention, were too excited, too tired or too busy shopping for things for America." Some other agencies recommended offering the CO at a large site in the U.S., as is done in Canada and Australia.

In reviewing the list of topics covered in the CO course, the voluntary agencies indicated that the resettlement, employment, community and social services, and education sections should be emphasized further. Deflating expectations, explaining freedom of choice and responsibilities, depicting the initial housing the refugees will have, preparing the refugees for the time/distance involved with traveling (even to and from work), and precisely defining the roles of the

volags/sponsors were suggested highlights for the resettlement section. The volags underscored entry-level realities, the job search/interview process, commitment, work experience, and mobility for the employment topic. Health insurance possibilities, comparative shopping, banking, and the legalities of rental agreements were mentioned as subtopics under the community and social services heading. And, regarding the education component, they recommended discussing the lack of free higher education, limited financial aid packages, and the recognition that many Americans, not only refugees, must work and study at the same time.

In addition to the topics listed, some agencies advised including sections about hygiene and communicable diseases, privacy, and Americans' sense of informality regarding attire and address. Several also felt better screening should be done for mental health cases and for the older refugees who, these volags indicated, have a more difficult time adjusting to their new life.

SUMMARY

In summation, all of the agencies are interested in the Cultural Orientation program offered at the training sites, but most see little improvement in the attitudes and expectations of the refugees who arrive having participated. Some agencies, though, were able to make a distinction among the preparedness of refugees according to their particular training site in Europe. They recognize that the course is not totally at fault for the misconceptions many refugees have, but rather the refugees themselves may only be hearing what they want to hear about the American way of life. They mention that the refugees tell them several of their false ideas came from letters written by refugees already in the States or from employees at American embassies and consulates in Europe. "Low ranking staff brag about life in the U.S." said one respondent.

This survey has exposed a few areas of communication breakdowns between the local affiliates of the voluntary agencies, their national headquarters and/or the overseas sites. Many of the local offices said the files they receive on the refugees do not mention participation in the CO course. They asked that this be rectified. Further, they request that the syllabus of the course be made available to them.

Changing a refugee's lifelong view of America in twenty-four hours, the voluntary agencies realize, is extremely difficult. But, they say, something more must be done to diminish the unrealistic expectations.

EASTERN EUROPEAN REFUGEE SURVEY
TABULATION OF VOLUNTARY AGENCY RESPONSES
(FORM B)

The following compilation of the voluntary agency's questionnaire results shows the number of volags who responded to each question and the choices they selected. Many of the questions were checklists, with an "other" option or a "comments" section. These responses have been recorded according to the questionnaire format. The other questions were open-ended and all the varied responses have been marked down in numerical order, combining some that were very similar. For example, "learn English," "study English" and "practice English" would all be recorded as "learn/study English." These open-ended questions were #'s 2, 11b, 13, 14, 21c, 22, 23, 25, 30c, 32, 33b, 39b, 42, 45b, and 47.

The reader should further note that not all the numbers will equal 17, the number of voluntary agencies that responded to the survey. One volag refused to provide the statistical data and actual numbers that we requested in all of the questions. Two others were unsure about one or two questions and therefore only gave their impressions. Also please recognize that the acronyms for some of the voluntary agencies had to be abbreviated in the headings of the tables shown below.

N = 17

GENERAL INFORMATION

1. City and state:

Region I	AFCR; Burlington, VT USCC; Portland, ME	Region VI	USCC; Dallas,TX CWS; Dallas, TX
Region II	IRC; New York, NY	Region VII	ACNS; St. Louis, MO
Region III	USCC; Philadelphia,PA	Region VIII	none
Region IV	LIRS; Jacksonville, FL USCC; St. Petersburg, FL	Region IX	IRC; Santa Ana, CA USCC; San Diego, CA
Region V	LIRS; Chicago, IL USCC; Chicago, IL CWS; Chicago, IL TF; Ferndale, MI	Region X	WRRS; Seattle, WA IRC; Seattle, WA

2. Your position in agency

7 Director
5 Resettlement Program Manager
3 Job Developer/Counselor
1 Assistant Director
1 Caseworker

3. Agency's target populations
(Approximate percentages are based on the total number of Eastern Europeans = 100.)

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS° IL	TF MI	USC TX	CWS° TX	ACN MO	IRC CA	USC CA	WRR° WA	IRC WA
*ROM	10	2-3	26	12	80	0	75	-	5	25	40	11	51	40	12.5	14	5
POL	2.5	85-90	60	85	0	90	15	-	20	55	45	6	18	20	52.5	3	20
HUNG	2.5	2-3	16	4	20	0	5	-	0	2	5	1	0	0.5	5	5	70
CZECH	85	2-3	11	0.5	0	10	5	-	0	5	5	1	6	39.5	29	1	5
ALBAN	0	0	0	0	0	0	0	-	0	2	1	0	17	0	0	1	0
BULG	0	2-3	0	1	0	0	<0.5	-	0	0	4	0	10	0	5	0	0
SOVIET	<0.3	1	7	0.5	0	0	0	-	0	2	0	0	0	0	0.5	0	0

*ROM = Romanian, POL = Polish, HUNG = Hungarian, CZECH = Czechoslovak, ALBAN = Albanian, BULG = Bulgarian.

° CWS, IL; CWS, TX; and WRR, WA: These three agencies did not base the percentages on the total number of Eastern Europeans = 100, rather they based the percentages on all the refugees they service = 100.

4. Approximately what percentage of your Eastern European clientele is male? female?
(Percentages are based on 100.)

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
MALE	65	75-80	80	80	60	60	70	-	50	70	70	80	72	80	65	70	80
FEMALE	35	20-25	20	20	40	40	30	-	50	30	30	20	28	20	35	30	20

5. Approximately what percentage of your Eastern European clientele are _____? (Percentages are based on 100.)

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
*SNG ≤30	52	60	60	50	40	60	35	-	5	45	30	41	43	60	40	45	55
SNG >30	16	2	10	30	40	5	10	-	5	5	40	42	12	10	25	45	15
COUPLES	8	18	10	5	20	25	15	-	30	5	10	6	2	10	10	1	15
FAM yng	18	18	10	10	10	10	30	-	30	20	10	11	36	19	20	4	15
FAM old	6	2	10	5	10	5	10	-	30	25	10	0	7	1	5	5	<1

* SNG ≤ 30 = singles 30 years old and under; SNG >30 = singles over 30 years old; FAM yng = families with young children; FAM old = families with older children

6. Approximately what percentage of your Eastern European clientele finished _____? (Percentages are based on 100.)

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS° IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
*<9 yrs	1.6	25	0	1	0	5	10	-	0	2	1	11	22	30	10	13	0
9-13	21.6	40	10	4	18	60	35	-	most	48	5	44	25	30	40	60	40
tech|voc	45.6	20	70	90	68	20	30	-	2nd	20	80	28	28	30	45	14	40
univ|prof	31.2	15	15-20	5	14	15	15	-	few	30	10	17	11	10	5	12	20
other	-	-	-	-	-	-	10	-	-	-	5	-	-	-	-	-	-
don't know													11				

°CWS, IL did not have the statistics available for this question.

*<9 yrs = less than 9 years of education; 9-13 = 9 to 13 years of education; tech|voc = technical or vocational training beyond secondary school; univ|prof = university or professional schooling; other = farmers and fishermen.

7. Eastern Europeans in your area enter the U.S. under what types of sponsorship? (Percentages are based on 100.)

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
family	5	10	18	10	14	0	55	-	100	25	10	0	15	30	3	6	5
volag	80	60	80	84	86	95	5	-	0	70	80	0	85	70	97	9	90
individual	15	0	2	5	0	5	5	-	0	5	10	55	0	0	0	68	5
group	20	10	0	1	0	0	35	-	0	0	0	45	0	0	0	17	0

8. Other than taking care of basic needs, is it possible to consider Eastern Europeans as a group, or are differences between the ethnic groups too great?

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
possible		X	X					X		X	X					X	
not possible	X			X	X	X			X			X	X	X	X		X
not sure							X										

Please explain :

Not possible

Romanians are mostly singles.
Poles have families and there is a large population of Poles present in this city. They are less anxious to work at entry-level jobs.
Albanians and Bulgarians are very different.

Czechs are more willing to work at entry-level jobs.
Russians are very different.

Romanians tend to be paranoid.
Hungarians and Poles drink more.
There are rural and urban differences.

Poles are very centered in the large Polish community.
Romanians are very diverse. They go with their church denomination. They have a fractional community. We tried to set up a Mutual Assistance Association (MAA) for them, but it did not work out.

They are too diverse with their moral and cultural outlooks.
Romanians are ingratiating, sincere, appreciative and care about you as someone who has done something for them.
Poles are very cold with little emotion. They have some extremes among the refugees: some readjust super well, the others readjust badly and may exhibit deviant behavior.
Czechs on the surface are very kind, but underneath they are devious and malign.
Hungarians are cooperative, learn English quickly, and are easy to work with.
Soviets are very contrary.

More similarities between Czechs and Poles than with Romanians and Hungarians. Communication is possible between Czechs and Poles: they have better understanding. Czechs are more inclined to take a job, are more outgoing and aggressive.
Romanians are more reserved and withdrawn.

There are rural and urban refugees of different backgrounds.
Russians are very different.

Czechs are more willing to accept entry-level jobs.

They are too different.
Romanians have a low education level. They have either large families on welfare for a long time or are "single" men who work until they file a Visa 93, then "lose" their job, go on welfare and study.

Educational differences between Hungarians (more tradespeople) and Romanians (more professionals) are very great.
Hungarians are easier to house together; they support one another.
Romanians tend to be isolated. They are suspicious of others as spies or plants. They tend to need the volag more.

<u>Possible</u>

We work strictly with Poles.

Cultural differences actually run along educational and financial lines.

Standard administrative guidelines for resettlement procedures are followed.

No different orientation is given.

Regardless of origin, refugees have same basic needs and fears: employment, housing, a sponsor.

But the refugees identify with those from their own country. Hungarians and Czechs have associations; Romanians have none.

<u>Not Sure</u>

This is a gray area. Our orientation approach is the same for all groups.
There are rural and urban differences.

9. Please check the items on the following list in regard to the choices made by your male and female Eastern European clientele in their first 6 months of resettlement. (Check as many as applicable.)

	male	female
work full-time	17	16
work part-time	7	9
attend ESL class	16	16
attend high school	6	6
attend community/junior college	5	6
attend a job/vocational training program	10	10
neither work nor attend school	6	5
other: go into the hospital	1	1
go to school full-time	1	1

10. What factors influence Eastern Europeans in a choice to take a (entry level) job or to rely on public assistance in their first 18 months in the U.S.? Please rank the THREE most important in each category. (Use 1 for the most important, 3 for the least.)

Note that the numbers below represent the composite rankings of all the agencies:

job		public assistance	
1	support family		support family
	build job experience	1	learn/study English
	establish job contacts	3	free medical care
	learn/practice English		vocational/technical training
	learn about culture		professional training/certification
	independence		used to dependency
	self esteem		health
	sponsor's advice		inability to find a job
3	public assistance not sufficient support		sponsor's advice
			financial support better than that from entry level job
2	assumption that one must (initially) work	2	assumption that one must (initially) receive public assistance
	other		other

11. What do you consider the most serious problems for this group during their first 6 months in the U.S.? (Check as many as applicable)

13 inadequate English
9 finding a job
3 finding housing
5 deciding between job and public assistance
3 balancing job and studying
2 performing at job
0 performing in studies
13 culture shock
4 adjusting to new family roles
1 keeping regular attendance at job because of family demands
0 keeping regular attendance in school because of family demands
8 feeling overwhelmed by new demands
10 feeling lonely
10 waiting for family reunification
5 health
5 other

If culture shock is a serious problem for this group, please describe specific symptoms:

12 depression
11 drinking

5 expectations/demands are too high
4 spousal/child abuse
3 anger

2 mental health problems--unstable originally and come apart
2 negative attitude

1 problems handling freedom--not acting responsibly
1 homesickness
1 not integrating with society
1 suicide threat
1 anxiety
1 paranoia
1 arguing and fighting with co-workers
1 legal problems, such as cars without licenses and insurance
1 complaints
1 regrets about coming to US
1 disorientation

12. What do you consider your agency's most serious problems in resettling Eastern European refugees? Please rank the top THREE. (Use 1 for the most important, 3 for the least.)

Note that the numbers below represent the composite rankings of all the agencies:

2 inadequate English
finding jobs
culture shock
finding housing
adjusting to new family roles
inadequate Volag staffing
1 unrealistic expectations by the refugees
3 deciding between public assistance and entry level jobs

13. List the kinds of help your agency identifies as needed by Eastern European refugees during their first 6 months in the US:

15 jobs
14 housing

9 ESL
8 counseling
8 medical assistance/insurance

7 orientation
6 family reunification
5 schooling/education
4 social security numbers

3 driver's license
3 interpreting
3 transportation
3 friendships through churches and families

1 dental insurance
1 notarizing
1 immigration status
1 financial support
1 bank accounts

after 1 year:

10 family reunification
10 green card/immigration status
10 job upgrading

5 counseling

3 education
3 interpreting/translating
2 ESL
2 travel documents

1 mortgage assistance
1 notarizing
1 housing
1 recertification advice
1 meeting Americans

after 2 years:

6 family reunification
5 job upgrading
4 counseling
3 help for mental health problems

1 vocational training
1 tax questions/advice
1 education
1 better housing
1 immigration status
1 solving problems with public assistance

14. List the kinds of help Eastern European refugees request from your agency during their first 6 months in the US:

12 jobs
11 medical and dental insurance
10 housing

5 money
5 "goodies," like supplemental home furnishings
5 ESL
5 family reunification
5 schooling/education

4 counseling
4 interpreting

3 loans
3 orientation/acculturation
2 free higher education

1 recertification and/or training
1 traveling abroad
1 driver's license
1 free services
1 finding partners
1 transportation

after 1 year:

9 job upgrading
9 family reunification
9 immigration status/green card

3 counseling
3 interpreting

2 housing
2 citizenship

1 financial aid
1 loans or payment delays
1 education
1 notarizing
1 divorce proceedings
1 income tax questions/advice
1 medical insurance
1 driver's license

after 2 years:

3 counseling
3 mental health cases
2 employment/job upgrading

1 housing
1 education
1 help to sponsor other relatives
1 family problems
1 family reunification
1 immigration status

15. What language does your agency use most often when working with Eastern European refugees? (Check ONE)

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
English					X							X	X			Xb°	
* nat lang	Xb°	Xb°	X	X		X		X	X	X				X	X		X
both							X′				X′						

* nat lang = native language

Xb° When we insisted, these volags chose one option, but said they really use both English and native languages, especially at the beginning.

X′ These volags would not choose just one of the options.

16. What is the average length of continuous services provided by your agency?

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
90 days			X											X		X	
3 months			X′	X°	X					X				X°			X
6 months	X					X		X							X		X°
1 year		X									X	X	X				
18 months							X		X								

X′ For large families the continuous services may last longer.

X° For matching grants, the continuous services may last longer: 4 months for USC, PA and IRC, CA; 6 months for IRC, WA.

17. What percentage of your Eastern European clientele leave your area? (Approximate percentages are based on 100.)

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
in 1-6 m°	10	10	few	5	3	20	5	-	2	25-30	20	25	39	2	<1	15	5
in 7-12 m	8	5	?	5	3	?	10	-	?	10	5	3	7	5	<1	2	5
in 12+ m	2	5	?	5	few	?	?	-	3	?	5	2	1	10	1	3	?
do not	80	80	?	80	?	?	85	-	?	?	70	70	52	83	97	80	?

m° = months

? These agencies were not certain of the percentages for their clientele, particularly because they no longer provided continuous services in those months.

18. Do you have any secondary migrants in your area?

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
yes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
percent	3-5	5	?	10-15	?	10	15	-	7	5	30	1	18	≤1	?	?	5

? These agencies are not sure of the percentage of secondary migrants in their area. Most implied that these migrants rarely checked in with the voluntary agency.

19. Are the needs of secondary migrants different from the needs of Eastern European refugees originally resettled in your area?

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
yes	X		X	X	X	X				X	X		X	X	X		
no		X					X	X	X			X				X	X

If yes, please describe:

They chiefly need English and job training and placement. They are better motivated and are easier to place in a job.
They have fewer needs. People come to join friends and find jobs.
They aren't in need of the basics. They are already oriented and have lower expectations. They ask for help with transportation and jobs.
They don't require all the services. They need housing, employment assistance and some educational information. They are more understanding, realistic and satisfied with the service.
Most need job referrals, housing and roommates.
Service is different. We refer them to state funded agencies and adjust their status at the end of the year, but give no direct service, unless it was a planned migration. (There are very few of those.)
Jobs, housing and paperwork.
They only need to get verification of income from the agency to qualify for cash assistance/welfare. They are pretty well informed and join friends/relatives who are familiar with the area.
We give them general direction towards jobs and housing. We give them references and put them in contact with people.
They have higher expectations for money, jobs and more opportunity to learn the language.

20. When do Eastern Europeans begin to interact with:
(Check as many as applicable)

	Within first 6 months	Between 7-18 months	Not within 18 months
earlier arrivals from their country	17	-	-
other groups	10	3	1
other immigrant groups	10	1	3
White Americans	10	4	1
Hispanic Americans	2	3	8
Asian Americans	4	2	7
Black Americans	4	-	11
others	-	-	1

21. Generally speaking, do Eastern European refugees help each other in their resettlement?

14 yes
1 no (except the Hungarian Association)
2 other: One voluntary agency said families help one another; another said Romanians help, but Poles and Czechs do not.

If yes, are the helpers recent arrivals, or long time residents?

10 both
6 recent arrivals
1 long time residents (Poles)

How do they help?

10 employment/job search
8 living arrangements/housing
8 information about the local community

6 transportation
6 cultural adjustment
5 translating
5 counseling

2 furnishings
2 encouraging welfare, not work

1 food
1 school system information
1 donations
1 getting social security numbers
1 health screening

22. What is the easiest adjustment for Eastern European refugees?

3 acquiring consumer goods/ understanding capitalism
3 learning to get around the city--transport system

2 getting jobs for tradespeople
2 making friends

1 western standard of living
1 urban life
1 modernized society
1 friendship with WRRS sponsors
1 noticing the privilege of being white
1 weather
1 holding a job
1 new foods
1 concept of earning money
1 working in factories
1 less culture shock if employed quickly
1 employment training with good paying jobs
1 handling money
1 security of cash assistance
1 school for children

23. What are some of the most common cross-cultural problems Eastern Europeans encounter?

- 6 language difficulties
- 6 adjusting to the daily scene
- 3 children's freedom and the school system
- 2 freedom and choices
- 2 roles for wives
- 2 following rules/regulations/laws
- 2 keeping commitments
- 2 etiquette
- 2 little local church interaction
- 2 unrealistic expectations
- 2 drinking: social and on the job
- 2 banking (checks, ATMs)
- 2 food
- 1 punctuality
- 1 competition
- 1 making decisions
- 1 male/female interaction
- 1 apartment/community living
- 1 "the system"
- 1 lack of class consciousness in US
- 1 prejudice against Blacks
- 1 morality
- 1 security
- 1 informality
- 1 lack of socialized medicine
- 1 lack of Eastern European service providers for counseling
- 1 mental health problems
- 1 paranoia
- 1 climate
- 1 architecture of houses

24. What patterns do you see among those Eastern European refugees who don't become self-sufficient in the first 2 years?

- 6 try to start again with more schooling or training
- 3 stay in a job with little chance of advancement
- 11 in and out of jobs frequently
- 12 begin to exhibit deviant behavior (steal, become violent, drug/alcohol abuse, gambling)
- 12 depression

- 3 other: on welfare permanently
- 2 relocation
- 1 drinking
- 1 mental illness

- 3 very few are not self-sufficient within two years
- 1 no one is not self-sufficient within two years

Comments:

Many agencies said much of the deviant behavior centered on alcohol abuse or minor offenses such traffic violations.
They are very depressed.
Older Romanians (38 to 50 years old), especially those with families, have a very difficult adjustment and unrealistic expectations.

They keep "looking, hoping" for a job.
They are more passive.
It is difficult for them to get treatment.
They are very ambitious once a job is attained.

25. Approximately what percentage of your Eastern European clientele have problems with the law?

Note the numbers in the table below refer to the number of agencies that had the corresponding percentage of refugees who have had traffic problems.

	Percentage of Refugees				
	≤1%	2-5%	6-10%	11-20%	21+%
traffic tickets, licenses, etc.	4	3	1	3	3

For the following, only a few agencies said they had a very small percentage of refugees who have had these problems:

disturbing the peace
nonpayment of taxes
stealing
other: fighting
alcoholism
domestic violence

For the following, no agency knew of any refugees who had these problems with the law:

gambling
bribery
assault

26. What are the five most common concerns of married men of this group? (Check the FIVE most common)

Note that the numbers below represent the composite rankings of all the agencies:

1 job performance/security
3 difficult to support family
difficult to adjust to responsibilities of being a husband in the U.S.
changing role of husband in family
4 want to attend school, but cannot
wife wants to work/study
wife doesn't want to work/study
wife is overextended and husband/family must help with household chores
housing
3 education of children
social life of children
community/daily communication
2 family reunification
homesickness
other: medical/health insurance
entry-level jobs do not have welfare benefits
poverty--degradation of the jobs available

Comments:

Family concerns, especially Visa 93's.
It's difficult for a man to understand that the problems are his own, not the system's.
It's hard for separated couples to remain faithful.
We don't see many problems among married men.

27. What are the five (5) common concerns of married women of this group? (Check the FIVE most common)

Note that the numbers below represent the composite rankings of all the agencies: (more than five are indicated because four tied for the third position)

1 job performance/security
3 difficult to support family
want to stay home
must stay home
3 want to attend school
do not want to attend school
cannot attend school
1 difficult to find child care
don't like child care
3 difficult to handle responsibilities at home and job/school
if wife works, family does not help with domestic chores
changing role of wife in family
housing
3 education of children
social life of children
community/daily communication
family reunification
2 homesickness
other: social and financial pressures lead to husband's drinking and/or abuse but wife won't accept this now in the US
medical insurance
loneliness

Comments:

Their English ability tends to be worse than the males'.
They are burdened with home responsibilities and work.
Fathers more concerned with education; mothers with social problems (e.g., drugs).
They are concerned finding about "regular" day care centers, not care in a home.
They have problems financing day care.
Men do not even try to learn how the help their wives, even if they do not work.
Children assimilate much more quickly and this creates some problems.
They are very restless and are not sure what to do.

28. What are the three (3) most common concerns of single unmarried men in this group? (Check the THREE most common)

Note that the numbers below represent the composite rankings of all the agencies:

1 job performance/security
changing roles in society/social life
housing
education
2 finding partners
3 having to support oneself
homesickness
other: consumer goods, e.g., cars,televisions

Comments:

Males are not as important here as they are in Poland.
Some are looking for American girls to marry.
There are activities for young Poles, but not so much for young Romanians.
They want to bring someone over or find a white girl who speaks their language.

29. What are the three (3) most common concerns of single unmarried women in this group? (Check the THREE most common)

Note that the numbers below represent the composite rankings of all the agencies:

1 job performance/security
changing roles in society/social life
housing
education
3 finding partners
1 having to support oneself
homesickness

Comments:

They are less skilled, so it's difficult to find a job with a salary to support themselves.
They are the toughest cases to work with.
We don't get very many single female refugees; the problem is finding roommates.
A lot are nurses/professionals/semi-professionals and so doing manufacturing or being at home is degrading.

30. Many Eastern European refugees attend an intensive 24-hour Cultural Orientation (CO) course (in Western Europe) in the 2 weeks before their departure for the U.S. Do you know if any of your clients have participated in such a program?

13 yes
4 no

If yes, have you noticed a difference in the adjustment of Eastern European refugees who participated in CO training and those who have not?

8 yes
5 no

Please describe:

Do not know

They never mentioned having such an orientation.

We never heard about this in the past 8 years.

We have asked where they got their funny ideas and the refugees usually say: "the embassy."

They don't mention the course. Some are knowledgeable; some are not. We figure they've picked things up on their own.

Yes, there is a difference

They seem to have a more realistic picture of life in the US. Expectations are not so high or may even be pessimistic.

It depends on which asylum country. Some are overinformed about their "rights" (they think someone must take care of them and they will have 18 months of cash assistance), but forget about their "responsibilities" (having to work)--especially those from Austria.

It has changed drastically now. They are coming in more oriented.

They have a better understanding of local orientation. We know what is going on in the CO program, but do not know what makes it different in the difficulty of resettlement. Holiday arrivals are harder to resettle.

CO trained refugees are more amenable to work with. They are more inclined to accept entry-level jobs and have somewhat lower expectations. Some information is still unrealistic in CO; some expectations are still wrong. CO needs to address the problem more fully. Those from West Germany have greater expectations.

Sometimes Austria has been better, sometimes worse.

This question is not asked of the clients. We are aware of the program so we look for differences in how good the refugee's information is, but there is really no way of telling.

We saw a difference earlier and it was obvious they were talking about entitlements. There are more problems with people who have no CO. Those who take CO, enjoy it.

No, there is no difference

By the time they get here, they have the wrong ideas, either from CO or US letters.

Almost all of our refugees get CO, so there is no basis for comparison.

Seventy-five percent (75%) of our cases come directly out of Romania and said they had one day or so in Italy. They said that they didn't pay too much attention, were too excited, too tired, or too busy shopping for things for America.

Expectations are a real problem. They appear to bring information that the volag is supposed to help them until they finish ESL. This was part of the green/blue book in Rome. People make inferences. They're hearing things somehow.

EMPLOYMENT

31. How soon after arrival do Eastern European refugees take their first job? (Approximate percentages are based on 100.)

	AFC VT	USC ME	IRC NY	USC PA	LIR FL	USC FL	LIR IL	USC° IL	CWS IL	TF MI	USC TX	CWS TX	ACN MO	IRC CA	USC CA	WRR WA	IRC WA
*3 mths	85	74	75	97	85	20	20	most	-	5	100	90	35	25	65	20	50
6 mths	14	21	10	-	-	10	40	-	75	25	-	10	11	35	30	20-30	10
12 mths	1	5	?	-	15	30	25	-	-	30	-	-	?	30	2	40	20
18 mths	-	-	?	-	-	40	15	-	-	45	-	-	?	10	1	-	-

°USC, IL would not give statistics for this question.

*3 mths = within the first 3 months; 6 mths = within the first 6 months, etc.

32. What are the first jobs Eastern European refugees find in your locality:

	Males	Females
within 6 months of arrival:	entry-level work service related/restaurants	
	general maintenance assembly/factory construction painting architect drafting trades electrical work	housekeeping/cleaning laundry babysitting bookkeeping mailroom nursing assistants production work
in months 7-18:	job upgrading--better jobs with better English skills some semi-skilled work, some professional work	
	drafting engineers phys. ed. teachers computers trades technical work manufacturing try for recertification training	clerical beauticians nurses medical assistants engineers drafting lab technicians case workers production work
after 18 months:	job upgrading with better English skills	
	management positions take some international exams	move up in same jobs
Comments:	jobs depend on skills and language ability	tend to have less adequate English skills often don't work at first

33. In your area, can refugees receive a public assistance supplement if their income is below a certain level?

15 yes
1 no
1 no answer

If yes, please describe:

13 food stamps
9 public assistance for those with large families

5 depending on the income, some medicaid for a certain length of time
4 some money/cash assistance

1 yes, if work is part time

34. How do Eastern European refugees find work? Rank the top THREE choices. (Use 1 for the most choice most often used, 3 for the least.)

Note that the numbers below represent the composite rankings of all the agencies:

3 help from sponsor
1 help from volag
2 help from relatives/friends
employment agency
newspaper classified ads
community bulletin board advertisements
yellow pages
other

35. Do Eastern Europeans have opportunities soon after arrival to work in their trades or professions?

3 many opportunities
9 some opportunities
5 limited opportunities

In which trades or professions?

trades and crafts
industrial work, manufacturing
general laborers
machinists
computers
electronics
auto mechanics
civil and electrical engineering
architecture

Comments:

Many opportunities for Romanians (machinists), limited ones for Poles
Need recertification
"UNIONS"
Many start their own businesses after 2-3 years and hire newcomers
Very difficult for "artistes"

36. What are the THREE most serious problems Eastern European refugees have at the workplace?

Note that the numbers below represent the composite rankings of all the agencies:

1 lack English skills
lack job skills
lack social skills to relate to employer
lack social skills to relate to employees
2 understanding rules, regulations
3 understanding instructions
too many demands on their time
health problems
other

37. What are Eastern European refugees' greatest strengths on the job? (Check as many as applicable)

13 highly trained
9 eager to learn
12 able to learn quickly
13 diligent
9 adaptable
1 other: personable
1 motivated
1 strong work ethic
1 desire to please employer
1 fit in with Polish owners

38. What are the THREE most common reasons Eastern European refugees leave their jobs? Note that the numbers below represent the composite rankings of all the agencies:

1 to get a better job
2 to study
3 to learn another skill
don't get along with employer
don't get along with co-workers
family demands
health
3 other: relocation/migration

39. Regarding attitudes and expectations about employment, have you noticed a difference between your clients who participated in a pre-entry CO program and those who did not?

6 yes
7 no
4 not applicable

Please describe:

Yes

They have fewer expectations: take any job.

They have a better understanding of the American work setting, are more inclined to accept entry-level jobs. They are aware of the notion of mobility, but it needs more emphasis.

They know they should accept entry-level jobs, but they still don't like it and sometimes create problems.

Hard to say. The people who came from Spain don't perform as well.

Those who participated know everything "better than the employer." They are hard to work with. They are not too enthusiastic and have even higher expectations, especially those from Austria. Those from Spain and Germany are better suited for work.

No

The biggest difference is between those from Austria and Italy. The first have more more realistic expectations. Some are advised to lie about their job history and criminal records. Tell them in Austria and Yugoslavia that welfare is not an entitlement.

We don't know who has and who has not participated. We assume the refugees don't have it and provide our own training program during resettlement.

All went through CO.

Not applicable

There is no impact on job and human services.

We don't know about it.

We have nothing to compare with.

EDUCATION

40. What percentage of your adult Eastern European clientele enroll in an educational institution in their first year in the U.S.?

1 less than 10% (They start at 100% but leave after a few weeks.)
1 10-30% (excluding ESL)
5 31-70%
9 more than 70%

1 no answer

41. Eastern European refugees who study upon arrival in the U.S. tend to enroll in which of the following institutions? Rank the top THREE. (Use 1 for the most frequent, 3 for the least.)

Note that the numbers below represent the composite rankings of all the agencies:

1 ESL (adult education/community college/private)
other adult education programs (including GED classes)
2 technical/vocational training
professional training
3 community/junior college
college/university
other

42. What types of English language training are available in your area and how are they funded?

types of English language training:

local school-adult education classes
community college courses
multifunctional service center classes
church classes
private classes
classes at the voluntary agencies
university courses
ABE (Adult Basic Education) classes
vocational ESL classes
literacy programs
college preparatory programs
Saturday school for children
GED (General Education Diploma) classes
ROP (Regional Occupational Program) classes

types of funding

state funds
federal funds
city funds
county funds
matching grants
private industry council grants
church funds
community and private funds
Pell grants
refugee money
volunteers
refugees pay for classes or private tutors

43. Which factors influence Eastern European refugees' choice of educational institutions? (Check as many as applicable)

15	finances
12	previous profession or education
13	goals and ambitions
4	sponsor's advice
9	family or friends' advice
3	previous information
2	other: school location
1	academic requirements for transfering credits
1	race
1	availability
1	referral from multifunctional service center
1	referral from refugee resettlement program

44. Why do Eastern European refugees choose to leave school? Rank the THREE most important reasons. (Use 1 for the most important, 3 for the least.)

Note that the numbers below represent the composite rankings of all the agencies:

1	find a job
2	completion of the program
3	find another program which better suits their needs
	finances
	feel discouraged with progress
	failed courses
	marriage
	pregnancy/child care
	move to another geographical location
	other

45. Regarding attitudes and expectations about pursuing education, have you noticed a difference between your clients who participated in a pre-entry CO program and those who did not?

4 yes
8 no
4 not applicable
1 can't answer

Please describe:

Yes

Those who participated come with one goal--to get more education. They want information on financial aid and scholarships and do not want to work until they finish their education.

They know differently, but they do not act differently.

They have better attitudes and expectations, but the program is not sufficient. It still needs to provide material to decrease unrealistic expectations.

They realize employment comes before education.

46. How do Eastern European refugees' children do in school? Check the FOUR most important in each category.

problems		successes	
1	learning/using English	1	learning/using English
	understanding rules and regulations		understanding rules and regulations
	following directions		following directions
4	culture shock	2	adapting to culture
	interacting with teachers		interacting with teachers
	interacting with classmates		interacting with classmates
2	being different		making friends
3	making friends	4	keeping regular attendance
	keeping regular attendance	3	keeping up/being more advanced academically
	keeping up academically		other
	other		

47. The curriculum topics addressed in the pre-entry CO course for Eastern European refugees are attached to this questionnaire. What specific points would you emphasize in any or all of these topic areas?

The following gives the number of voluntary agencies who suggested emphasizing the topics listed as well as any teaching points they recommended. Note that the agencies did not see a complete syllabus of the CO training program, just the topic list.

Resettlement and Sponsorship (14 agencies suggested emphasizing this topic)

- roles of voluntary agencies and sponsors
- limitations of agencies' resources (e.g. finances)
- diminsh unrealistic expectations
- necessity of early self-sufficiency, "sponsorship is not for life"
- responsibilty of freedom and consequences of choices
- "Trust the volag's advice."
- medical care is not free and medicaid requires low income
- "The American dream won't be achieved in the first six months."
- make the slide show realistic, not so pretty
- the difference betwee the rich and the poor; the homeless
- "the adjustment process includes a period of grieving
- the length of time for family reunification
- culture shock--psychological problems to expect
- counseling for Visa 93 (family reunification) cases
- "Life is nice here, but hard."

Employment (14 agencies)

- the reality of entry-level jobs and the low pay
- unwritten rules at work, like calling in
- job interviews: presentation, appearance, "selling self," competition
- commitment to a job
- importance of work experience
- don't wait for the best job, take a short term one and get a good recommendation
- upward mobility in jobs
- employment in own field is not immediate
- layoffs
- become self-sufficient as soon as possible
- welfare is paid for by working people

Education (5 agencies)

- have ESL at the sites
- tell them to learn English before they come
- higher education is not free, it takes "capital"
- Many Americans have to work while they study
- possibilities of some financial aid
- what public schools are like
- postpone study plans until after being resettled: get cheaper tuition with permanent resident status

Community and Social Services (5 agencies)

medical assistance often stops when work starts
most Americans do not receive medical assistance
availability of different types of health insurance
comparative shopping
banking
privacy--individually owned homes, apartment living
takes time to adjust to a new place no matter how much CO is given beforehand

Transportation (5 agencies)

time it takes to travel certain distances
limitations of public transport in small cities
show maps and explain distance and cost of getting from town A to town B

Housing (4 agencies)

types of housing that will be available initially
legalities, like rental agreements, 30 days notice
neighborhoods
crowded, urban living
construction of homes--brick v. wood, one level v. two stories
cockroaches, rats, lead poisoning in some paint

"We don't have troubles with housing. Everything's ready, including supplies for them."

Geography, History, Government and Law (4 agencies)

the government won't help ($) as much as refugees expect
explanation of different laws and the consequences of violating them
rights and responsibilities

"the government and law topic is way above the refugees' heads"

Economy/Consumerism (4 agencies)

need to understand capitalism--some things are very expensive
economic situation is different in all parts of the US
cost problems--how to afford things

"the economy and consumerism topic is above the refugees' heads"

Family and Social Relations (3 agencies)

hygiene
communicable diseases, AIDS
privacy
American attitudes--informality, casual dress, not very class-conscious--different groups associate freely
problems may arise in families when the children learn English quickly and the adults must work harder at learning it

Additional Comments:

Sit down with the refugees and have them write short term and long term goals.
Make and show videotapes of refugees who are doing well, but who talk about their experiences.
Tell them the messages they received from the embassies and consulates were not accurate.

Help them recognize that many of their problems are also ones faced by Americans (e.g. housing, jobs, health insurance) who learn to solve them as the refugees must.
Prepare them for the different types of people they will be in contact with--we've had many refugees who are scared of Blacks.
A sense of morality is very important.

Twenty-four hours is not long enough for the training.
Increase the time for the resettlement section and decrease the time for the introduction and transit.
Perhaps have training at large sites in the US, as is done in Canada and Australia.
Don't have very large groups in the CO training at the same time.
Would love to have mandatory English training.

Health screening of the refugees is necessary, especially for mental health cases.
Put results of health screening in the biographical files the agencies receive.
Do better screening of the older refugees to see if they really want to come.
Give the agency more information in the files about the refugees' backgrounds, language, second languages.

It seems that the longer they have been away from their native country before coming to the US, the better they adjust.

They are hard workers and easy to work with. They are eager to do their job despite their complaints. Employers are asking for more Eastern Europeans.

EASTERN EUROPEAN REFUGEE SURVEY

EMPLOYER SURVEY RESULTS

(FORM C)

INTRODUCTION

Most of the refugees who initially resettle in the United States are single males or men who have left their families behind. These refugees are strongly encouraged by the voluntary agencies to get a job as soon as possible. Those who attend the pre-entry cultural orientation program in the first asylum countries are presented with the expectation of early employment too. Refugee families also recognize the need to find work quickly to support spouses and children.

DEMOGRAPHICS

Twenty-four employers agreed to participate in our EER survey. Twenty-three were interviewed by phone. One said he returned the questionnaire by mail, but it was never received. Most of the respondents were either supervisors/managers or owners of the twenty-three businesses contacted.

One-third of the businesses surveyed were manufacturing/assembly companies. Others represented cleaning services, high tech, contracting, retail, laundry and restaurant industries, a nursing home and a training school. Very few of these businesses had more than 15 Eastern European refugees in their employ. In fact, almost half had fewer than 5. Besides Polish and Romanian employees, Czechoslovakian, Hungarian, Bulgarian, Albanian and Yugoslavian employees constituted the rest of the Eastern European roll.

The employers noted that most of their Eastern Europeans had been in the United States fewer than 6 months before being hired. Their jobs, primarily entry-level positions, involved manual labor or manufacturing production work. They do assembly, packaging, maintenance, laundry, cleaning, roofing, painting, paper hanging, carpentry and machine operating. One employer has Eastern European counselors; another, computer technicians. Many employers said that if the refugees stayed with the company through the first six months, they generally stayed there for a long time and were able to advance.

FINDINGS

Overall, the employers were very pleased with their Eastern European employees. They stated that the Eastern Europeans were hard-workers: willing to work and wanting to learn. One employer said, "It's a gross generalization, but it's true: Americans have grown fat and lazy. If you want to get a good worker, get a foreigner. They work hard." Another offered this, "It's refreshing to see someone willing to work. The refugees' work habits carry over to the American employees."

On The Job

When asked about hiring qualifications, the employers considered "ambitious attitude" their most important criterion. Also important to them were "appropriate skills," "English language ability," and "previous work experience." They hired the Eastern Europeans because they are "willing to work," "skilled" and "quick learners." This list corresponds to the strengths that the employers say the refugees bring to the job. The refugees are "eager to learn," "diligent," "able to learn quickly," and "adaptable."

The employers reported that there is potential for Eastern Europeans to advance within their companies. They would need better English ability and communication skills, and the desire and ability to learn new jobs. Ninety-one percent (91%) of the employers felt the refugees have many chances to practice/improve their English at work, although several said the refugees do not always take advantage of these opportunities.

Ninety-one percent (91%) of the employers also said they support their Eastern European employees' efforts to continue their education, primarily in English studies. Support is offered through encouragement, flexible work schedules and financial aid. Approximately half of the employers noted over forty percent (40%) of their Eastern European employees studied full or part time.

Problems

The major difficulty most employers cited was the refugees' lack of English language and communication skills. This difficulty was the most serious drawback to their advancement in the company and a particular problem on the job. One employer related, "One Polish guy, about 50 years old, qualifies to be a good leader, but doesn't have much self-confidence because his English is weak. So, he doesn't want the promotion." Another work-related problem was the refugees' failure to ask supervisors clarification questions when necessary. Forty-three percent (43%) of the employers, however, felt the Eastern European refugees had no particular problems at work. "I've been very impressed with the Eastern Europeans," said another employer. "They have a good work ethic."

Very few of the employers had reasons for firing their Eastern European refugees. Most rarely did so. One-third, in fact, had never fired any. Others explained that they do not terminate employees right away, but rather try to talk about the situation and give them another chance. Of the employers who had fired some refugees, their most common reasons were absenteeism and drinking. Regarding the former, several employers mentioned that the employees did not understand the need to call in when sick or inform their boss when going away. In other words, misunderstandings arose when the refugees were unfamiliar with the unwritten rules of the workplace.

Instead of firing the refugees, the employers said the refugees tend to leave on their own accord for what they consider better paying jobs. Many employers said that the refugees: 1) need to learn about loyalty to a company, which leads to job experience and good recommendations when they do leave; 2) should not leave for just a 5¢/hour raise; and 3) often leave, only to return later because of layoffs, hours and/or working conditions. One employer in a major city said that because there is a large demand for workers, the refugees "play a money game to raise wages and try to bounce from one employer to another." Another frequent reason that refugees quit their jobs is relocation. According to the employers, some refugees believe there are better job opportunities or welfare possibilities in different cities. Others need to move with their families.

RECOMMENDATIONS

The major recommendation made by the employers was for the Eastern European refugees to improve their English. This was applicable when looking for a job, working at a job, trying to advance in a job, and especially seeking a job in their own profession. Several employers mentioned the refugees' need to learn more about the "job interview/search process," including appearance, presentation (e.g. selling oneself), resumes, application forms and references. "Get a previous resume together," suggested an employer. "Be prepared to explain the differences between what you did and what you'll have to do here."

While working at their job, the employers suggested that the refugees learn their job, do it properly and be ambitious. A few employers, sensitive to the plight of the Eastern Europeans who are unable to find a job in their own profession, recommended the refugees let their bosses know what skills/education they have in case: 1) there is a better place for them within the same company, or 2) the bosses hear of other jobs for them through contacts outside the company. Learning their professional vocabulary in English, taking courses for retraining or recertification, and accepting an initially lower position within the proper field to get one's foot in the door were other frequent suggestions made to the refugees.

PRE-ENTRY CO TRAINING

Most employers commented favorably on the range of topics covered in the CO course, though more than half noted that the time allocated for the course was too short. "24 hours is not enough to introduce refugees to a new country," said one employer. Another said, "24 hours isn't going to give you much. When you come from something like that to something like this, it's like day and night." Many employers were particularly concerned that the refugees arrive with high expectations and strong desires for material goods.

The employers thought that even more emphasis should be placed upon the Employment topic, specifically the need for job experience in the American work culture, the concept of upward mobility, and the different type of employer/employee relationship found here. Needing to learn and use English on the job was also highlighted.

Additional comments suggested stressing the Education and Communication aspects of the CO course further. The employers felt the refugees should take more advantage of the courses (ESL, vocational, professional, etc.) available. Body language, jargon and "kidding around" could also be explained to the refugees. Also, preparing the refugees "how to live in and use the services of American communities" was an important topic. Several employers recommended utilizing churches, religious and community groups as centers for social activities.

SUMMARY

In conclusion, the employers were very satisfied with their Eastern European refugee employees, finding them to be hard and dependable workers. Recognizing that many refugees had been well-trained in their native countries, the employers try to make good use of their skills and will move them around the company if necessary. The employers were sensitive to the refugees' situations and generally tried to help them out. For example, at one business one employer started a support/discussion group among the Eastern European employees and a "clothing closet" where refugees could find clothes, blankets, etc. The employers do caution the refugees to learn English as soon as possible, especially if they want to advance in the company or branch out into their own profession. Many of the employers said the refugees were "Great Guys!" and their best employees.

EASTERN EUROPEAN REFUGEE SURVEY

TABULATION OF EMPLOYER RESPONSES

(FORM C)

The following compilation of the employers' questionnaire results provides the number of employers who responded to each question and the choices they selected. The numbers do not correspond to the number of refugees at work. Many of the questions asked were in the form of checklists, but question #'s 8, 10, 16,17, 20, 21, 22, 23, and 24 were open-ended. For these questions all the employers' responses have been recorded.

N = 23

1. City and state:

1	South Portland, ME
1	Winooski, VT
1	New York, NY
1	Philadelphia, PA
1	Bensalem, PA
1	Clifton Heights, PA
1	Sarasota, FL
2	Jacksonville, FL
2	Chicago, IL
1	Oak Park, MI
1	Troy, MI
2	Dallas, TX
1	Crestwood, MO
2	St. Louis, MO
2	San Diego, CA
1	Garden Grove, CA
1	Fountain Valley, CA
1	Renton, WA
1	Seattle, WA
1	Redmond, WA

2. What is the business of your company?

8	manufacturing/assembly
1	high tech
0	retail
4	cleaning service
0	sales
0	food service
1	non-profit
0	academic

other:

1	restaurant
2	contractor: construction
1	contractor: wallpapering/painting
1	nursing home
1	commercial laundry
2	manufacturing and high tech
1	high tech and retail

3. What is your position in the company?

9	supervisor/manager	other:	2	director of housekeeping
7	owner		1	shop foreman
2	personnel officer		1	treasurer
			1	president of company
			1	director of engineering

4. Approximately how many refugees, in total, are employed by your company?

9	fewer than 5
9	6-15
3	16-40
2	more than 40

5. Approximately how many Eastern European refugees are employed by your company?

10	fewer than 5
10	6-15
2	16-40
1	more than 40

6. These Eastern Europeans are of what nationality (ies)? (Check as many as applicable)

8	Czechoslovak	other:	4	Bulgarian
6	Hungarian		1	Albanian
16	Polish		1	Yugoslavian
12	Romanian			

7. Genérally speaking, approximately how long had these Eastern European refugees been in the U.S. when you hired them?

16	fewer than 6 months	other:	1	2-12 months
4	7-18 months		1	0-18 months
0	more than 18 months		1	0-6 or more than 18 months

8. What kinds of jobs are refugees in this group doing within your company?

Factory Work

- 7 manufacturing/production work
- 4 packaging
- 4 machine operating
- 2 maintenance mechanics
- 1 machine inspections
- 1 machine set-ups
- 1 wiring
- 1 plant supervisor
- 1 circuit board
- 1 photo plating
- 1 repairs
- 1 testing
- 1 bunning
- 1 ham and sausage
- 1 painting
- 1 grinding
- 1 sand blasting
- 1 shipping/receiving
- 1 sewing
- 1 finisher
- 1 welding
- 1 assembly
- 1 engineering

High Tech

- 1 computer technician
- 1 designer draftsman
- 1 secretary

Contractors

- 4 painting
- 3 construction/renovation
- 2 carpentry
- 1 roofing
- 1 masonry
- 1 plastering
- 1 waterproofing
- 1 paper hanging

Service Industries

- 6 cleaning/housekeeping
- 3 floor maintenance
- 2 laundry
- 1 dishwashing
- 1 exterior maintenance
- 1 plumbing
- 1 electrician
- 1 painting
- 1 housekeeping supplies
- 1 uniform attendant
- 1 pantry aide
- 1 repair
- 1 manager trainee

Non-Profit

- 1 Training School counselor

9. What qualifications do you look for when hiring Eastern European refugees? (Check as many as applicable)

- 14 English language ability
- 15 appropriate skills
- 11 previous work experience
- 1 professional certification
- 3 vocational/technical training
- 1 junior college/college study/degree
- 4 high school diploma /G.E.D.
- 20 ambitious attitude

other:

- 2 personality
- 2 reliability/responsibility
- 2 willing to work
- 1 healthy
- 1 open to learning
- 1 passing written exam & oral board
- 1 married with a family
- 1 appearance
- 1 resettlement office referral

10. What skills/attributes must your employees, including Eastern European refugees, demonstrate in order to advance in your company?

15 better/good English skills

12 desire and ability to learn new jobs/skills

5 leadership ability
5 improved (mechanical) skills

4 compatibility and cooperation
4 ability to work on one's own

3 adaptability/able to do varied work
3 good working attitude
3 responsibility

2 problem-solving ability
2 training
2 good knowledge of the job
2 efficiency

1 motivation
1 ambition
1 able to read and interpret blueprints
1 attendance
1 patience for advancement
1 loyalty to the company
1 good, consistent role models

1 not applicable

11. Approximately what percentage of your Eastern European refugee employees also study part or full-time?

4 don't know
4 less than 20%
4 20-40%
6 41-70%
5 more than 70%

12. Do you support Eastern European refugee employees in their efforts to continue their education?

21 yes
1 no ("I never had the opportunity to do so. All seem to want to do it on their own.")
1 yes in the past, now no

How do you give support?

19 encouragement
13 flexible work schedule
9 release time
8 financial support

other:
1 financial incentives (i.e., raise)
1 state govt. supplies ESL teacher at the firm for technical language
1 set up ESL classes at the plant

In what areas?

19 English
10 vocational
9 professional

other:
1 food/beverage bookkeeping
1 GED
1 customs & US work ethic
1 technical

13. Do refugees of this group have opportunities to practice and improve their English language skills on the job through interacting with English speakers?

21 many opportunities
1 some opportunities
1 very limited opportunities

14. Do Eastern European refugees have particular problems on the job?

13 yes
10 no

If yes, what are they? (Check as many as applicable)

14 understanding/using English
2 learning the job
7 asking questions of supervisors when clarification is needed
4 understanding rules and regulations
5 following instructions
5 adapting to/understanding the work culture
3 adapting to employer/employee relationship
3 relating well with co-workers

other:
1 take on too much (e.g., 2 jobs)
1 drinking after holidays
1 shoplifting/handling goods

15. What specific strengths have Eastern European refugees brought to your company? (Check as many as applicable)

5 highly trained
20 eager to learn
14 able to learn quickly
18 diligent
11 adaptable

other:
7 hard-working/willing to work
6 reliability/punctuality
2 honest
2 responsible, conscientious
1 accept correcting
1 intelligent
1 brought technical support
1 highly skilled background (but not for this job)

16. What have been your reasons for **hiring** Eastern European refugees?

9 have previous skills and learn quickly
7 willingness to work
7 reliable/dependable/steady

5 foreigners
4 to help out and give someone a chance
4 desire to learn

3 referrals from voluntary agency
3 adaptability
3 needed workers
3 performance

2 personality
2 trustworthy
2 will work for low wages
2 first one proved himself, so took on more

1 provide a support group for Eastern Europeans
1 more educated
1 able to pass written and oral tests
1 happy to get the job
1 not spoiled yet
1 aggressive
1 none

17. What have been your reasons for **firing** Eastern European refugees?

8 absenteeism

5 drinking

3 motivation problems
2 not learning (unable or refusing to learn)
2 pilfering
2 emotional problems/not adjusting

1 belligerence
1 excessive tardiness
1 unskilled
1 nasty personality
1 English communication problems
1 irresponsible
1 poor background for the job

8 not applicable (none fired)
4 do not terminate right away--give another chance or transfer position

18. What are the three most common reasons that Eastern European refugees quit your employment?

11 relocation
14 for higher wages
3 for better hours
3 family/home demands
3 employee/co-worker conflicts
2 to attend school
2 for additional vocational training
3 inability to perform job
0 employee/employer conflicts

other:
3 better job more in line with prior profession or skills
6 not applicable (none have quit)

19. What is the average length of time Eastern Europeans stay with your company?

4 fewer than 6 months
5 7-18 months
11 more than 18 months

other:
1 some leave before 6, but those with more than 6, stay a long time
2 not applicable

20. What recommendations would you make to Eastern European refugees looking for their first job?

11 learn some English

4 good presentation and appearance (hygiene)
3 don't look down on jobs, don't be so choosy
3 settle in and then look around to take any job first

2 don't necessarily take first offer, look around
2 look for something you will be happy doing
2 know about the system here
2 show willingness and interest to work
2 show desire to learn

1 get help from the organization (volag)
1 be able to fill out the application form
1 be able to go through an interview
1 have practical practice in looking for a job
1 resumes
1 get some experience
1 don't look at the money only
1 don't take a cash or seasonal job
1 learn the transportation system
1 go to a reputable company
1 look for an import/export company--it's used to dealing with language barriers
1 show who you are and what you know
1 be more direct
1 sell yourselves
1 don't be afraid to show intelligence and problem-solving ability
1 learn a trade in Europe
1 learn something new (i.e. in a course)

1 have good skills or train to get them
1 keep quiet and work hard for a month
1 keep the job for at least one month
1 don't expect anything
1 expect a position at the bottom, but be aware of advancement possibilities
1 find a position to fit into and grow with
1 work with the company
1 listen and ask questions
1 keep trying
1 don't be afraid

21. What recommendations would you make to Eastern European refugees who are working at their first job?

9 learn English
9 do the job properly, learn it

4 keep trying, be ambitious
3 don't be afraid to ask questions

2 be eager to work and look for more tasks when done
2 be reliable, steady, punctual, responsible
2 stay at least six months, then evaluate and decide about a switch
2 read about American ways and speech (e.g. colloquialisms)
2 understand the seniority system and paying one's dues

1 educate co-workers about own country
1 accept a job outside of old profession
1 keep the job at least one month
1 stay at the job for a while, give it a chance
1 don't be anxious to leave for just a little more money, talk things out with employer
1 have a good attitude
1 diligence
1 willingness to work overtime
1 learn other parts of the job in order to move up
1 pay attention
1 personal hygiene
1 don't cluster so much with other refugees
1 follow US rules and regulations
1 continue education in one's field
1 be prepared for some prejudice
1 build up brownie points
1 build up work experience
1 concentrate on own work
1 be loyal to the company
1 understand what the company wants to accomplish

22. What would you recommend to Eastern European refugees looking for a job in their profession?

13 learn English (and professional vocabulary)

7 take some courses (retrain or get new credentials)

3 pound the pavements, keep trying
3 get a resume together, be able to explain the differences in a job here and in own country
3 let your employer know your skills and background to: 1) use skill within company or 2) make job contacts outside

2 use contact people (co-workers, acquaintances)
2 use an employment service for own profession
2 start with something close to own field
2 be willing to work below normal salary to get foot in the door
2 learn American ways

1 bring important papers with you and get them translated
1 get references
1 present technical skills, sell self
1 check out the market
1 don't waste too much time looking
1 good attitude
1 use the volag
1 learn something new
1 learn American cultural history

23. Many Eastern European refugees attend an intensive 24-hour Cultural Orientation (CO) course (in Western Europe) in the 2 weeks before their departure for the U.S. Do you know if any of your employees have participated in such a program?

4 yes (1 knew that no employees participated, and so he didn't see any differences.)
19 no

If yes, have you noticed any differences between Eastern European refugees who have participated in CO training and those who have not?

1 yes
2 no

If yes, please explain:

1 those who were in the CO program were more discontented, had unrealistic expectations

(One employer, who did not know if some were in the program, said he guesses some were because they knew their way around more than others.)

24. The curriculum topics addressed in the pre-entry CO course for Eastern European refugees are listed on the following page. What specific teaching points would you emphasize in any or all of these topic areas?

(The following gives the number of employers who suggested emphasizing the topics listed as well as any teaching points they recommended including. Note that the employers did not see a complete syllabus of the CO program, just a list of topics discussed in the course.)

Employment (11 employers suggested emphasizing this section more)

work experience
decrease emphasis on getting a lot of money right away
American work culture/work ethic
job mobility
taxes
insurance
quality is important at work, not necessarily quantity or speed
credibility
resume construction
how to find a job--yellow pages and want ads
take anything to start
fill-out application form
fill-out job sheet
employer-employee relationship
employment in the US is better than foreign propaganda shows about unemployment rate
Americans do not have to work, are not forced by the government
look for proper placement closer to own field

Education (10 employers)

learn English
take advantage of what's available, especially free course
know that most students work and study
foreigners could tutor in foreign language in exchange for being tutored in English
retraining, but don't waste time on a topic or job not of interest
study something the refugees would be motivated to do

Economy (7 employers)

consumerism
paying taxes
insurance
be realistic, "the economy hurts everyone"
what a dollar can buy
credit and establishing credit
decrease emphasis on getting material goods

2 employers said the course can decrease the time on this section

Communication (9 employers)

importance of communication skills on job and in daily life
body language
how to use the telephone system
jargon
kidding around

Community and Social Services (8 employers)

use religious groups and churches for social activities
how to live in an American community
emphasis that communities are good and helpful in the US, community projects
medical costs and expenses
decrease the emphasis on welfare
insurance and the waiting period for it to take effect after starting work
more realistic picture of the volag's role
stress every placement is different and not all the agencies provide the same services

Family and Social Relations (6 employers)

hygiene
availability of counseling
positive attitude
culture shock--what to expect
preparation for initial loneliness
problems with bringing over a spouse who later leaves (either to return to native country or through divorce)

Transportation (5 employers)

prepare for reading schedules
traffic problems
gauging time for traveling
dependence on others or need to get driver's license immediately
don't necessarily need cars, especially in large cities with good public transportation

Housing (5 employers)

how to find housing

Geography, History, Government and Law (4 employers)

get basic knowledge of the US, especially of their resettlement site

1 employer said time could be decreased here because the European schools do a good job with these subjects

Culture (1 employer)

Weather (1 employer)

Sponsorship and Resettlement (1 employer)

COMPARISON RESULTS

Findings for Refugee Work/ Study Questionswith one-way and two-way variables
Selected Responses from Refugees, Voluntary Agencies and Employers

KEY REFUGEE FINDINGS
about Work and Study Questions
by ethnicity, CO training, gender and age

This section of the EERS report graphically compares the responses given by the refugees to questions concerning their choices of working or studying during their resettlement. Through statistical analyses, the refugee responses have been separated for two-way cross tabulation into the following groups: ethnicity, participation in the Cultural Orientation training, gender and age. The following charts illustrate the percentage counts for these four cross tabulations as well as the one-way frequency count for the overall refugee response. These charts indicate which of the four characteristics are influential in the refugees' decisions about working and studying. They also show which characteristics deviate from the average percentages represented by the one-way frequency measures. It should be noted that these percentage counts include neither the non-applicable responses, nor the missing ones.

A. *What do you now believe would have been the ONE best choice for someone in a situation similar to yours, who is newly arrived in the US?*

Best Choice	All	Ethnic		Training		Gender		Ages			
		Pol	Rom	CO	no CO	Male	Female	17-25	26-35	36-45	46+
Work	8	8	7	2	18	10	3	0	8	11	8
Study English	46	60	33	53	37	44	47	23	55	37	46
Work and study	43	32	52	42	44	40	50	77	34	48	38
Other	2	0	4	2	3	0	3	0	2	0	8

In general, the refugees are almost evenly split between recommending studying English alone or both working and studying together as the best choice for someone newly arrived in the US.

Poles prefer just studying English while the Romanians prefer working and studying.

Only a minute percentage of refugees with CO training suggest only working, yet almost one-fifth of those without training do. Over one-half of the trained refugees choose studying English as the best choice.

A larger percentage of males than females recommend work, but the percentage is still small.

More than three-fourths of the youngest group of refugees prefer working and studying. Fewer than half of the other refugees recommend this choice, although among the three options, it is the top choice for those in the 36-45 year old range.

B. *What did you do in months 1-6 after your arrival in the US?*

1-6 months	All	Ethnic		Training		Gender		Ages			
		Pol	Rom	CO	no CO	Male	Female	17-25	26-35	36-45	46+
Worked	69	65	72	73	71	74	57	77	70	64	69
Did not find job	16	10	21	15	15	17	14	15	11	21	23
ESL classes	57	71	44	55	53	56	59	69	57	43	69
College/university	2	0	4	2	3	1	3	8	2	0	0
Voc/tech training	3	0	5	2	3	4	0	8	0	7	0
Updated prof skills	4	4	3	3	3	4	3	0	2	7	8
No work nor school	2	0	3	3	0	1	3	0	4	0	0

More than half of the refugees worked and/or attended ESL classes in their first six months in the US.

The Poles were more apt to attend ESL classes than the Romanians, but none were in community colleges, universities, or vocational/technical training. More Romanians worked than Poles and more looked for, but did not find a job. A small percentage of Romanians were in higher education classes and vocational/technical training.

The distinction between those who participated in the CO training and those who did not is not very pronounced in the actions taken by the refugees in months 1-6. A slight difference is found in the vocational/technical training selection where those without training took more classes.

Gender did not influence a large difference in choices either. The exceptions occur in the decisions to work or attend vocational/technical training--more men than women did these. This corroborates the voluntary agencies' observations that the married women tend not to work when they first arrive.

Some differences are present in the age categories, but they are not consistently found in one particular group. More younger refugees (17-25) worked and attended higher education classes, yet the same percentage of older refugees (46+) attended ESL classes as the younger ones. Also the older the refugees were, the more apt they were to update their professional skills, although only a small percentage did so in any case.

C. *What did you do in months 7-18 after your arrival in the US?*

7-18 months	All	Ethnic		Training		Gender		Ages			
		Pol	Rom	CO	no CO	Male	Female	17-25	26-35	36-45	46+
Worked	74	76	73	79	67	75	74	75	78	71	73
Did not find job	7	4	10	8	7	11	0	17	0	8	27
ESL classes	40	57	25	38	37	41	39	17	33	58	55
College/university	7	4	10	9	3	10	3	25	4	4	9
Voc/tech training	2	0	4	2	3	3	0	8	0	4	0
Updated prof skills	12	11	13	13	7	10	16	0	13	17	9
No work nor school	1	0	2	2	0	0	3	0	2	0	0

In months 7-18, there was an increase in the percentage of refugees overall who worked, attended a college or university, and updated their professional skills. A smaller percentage of refugees attended ESL classes and looked for a job unsuccessfully.

By this time, the percentage of working Poles has surpassed the percentage of working Romanians, though the numbers are very close. Further, a larger percentage of Romanians than Poles still look for jobs without finding them. Like the Romanians, the Poles have substantially decreased their attendance at ESL classes. Some Poles have begun studying at colleges or universities, but their percentages do not equal the Romanians' which have increased at colleges or universities too.

A difference between the refugees with CO training and those without is more evident in months 7-18. There has been an increase in the percentage of refugees with training who work, but a decrease for those without training. The percentage of refugees who had participated in the training and attended colleges or universities also increased, while it remained unchanged for the other group. Although there was an increased number of all refugees updating their professional skills, it was greater for refugees with training.

By this time, the percentage of women who worked almost equaled the percentage of men. However, all women who looked were able to find jobs, though eleven percent (11%) of the men were not. The percentage of men attending higher education classes increased, but the percentage of women did not change.

The oldest and youngest age groups (17-25 and 46+) had more difficulty finding jobs in months 7-18, and the middle groups (26-35 and 36-45) had less. All groups, except the 36-45 year olds, decreased their participation in ESL classes with a very large drop in the 17-25 year old percentage. This may be partially explained when the percentages for attending colleges or universities are examined. While all groups increased their attendance in higher education courses, the youngest group's percentage rose the most so that one-fourth of the refugees in this category were pursuing tertiary instruction. This may indicate that they no longer needed simply ESL classes. No members of this group updated professional skills in these months either, yet a larger percentage of 26-35 and 36-45 year olds did.

D. *What were the biggest problems for you as you started working in the US?*

Problems at work	All	Ethnic		Training		Gender		Ages			
		Pol	Rom	CO	no CO	Male	Female	17-25	26-35	36-45	46+
Learn/speak English	68	72	64	70	66	71	60	45	69	71	77
Learn use new tech	18	15	20	18	14	17	20	18	16	25	8
Not undrstnd rules	33	32	34	38	24	30	37	27	31	38	38
Employer interact	22	32	12	23	21	26	13	18	27	13	23
Co-worker interact	12	17	8	11	17	12	13	9	12	13	15
Being/feel different	28	15	40	26	24	29	27	36	22	42	15
Overwhelmed	16	11	20	19	14	18	7	27	6	29	15
Culture shock	27	26	28	21	38	32	17	45	33	16	8
Making friends	18	15	20	14	21	18	17	9	18	17	23
Reg attendance/fam	4	6	2	7	0	5	3	18	0	4	8
Home responsibility	3	2	4	2	3	2	7	0	4	4	0
Health	7	4	10	9	3	5	13	9	4	4	23
Other	6	2	8	6	4	8	0	0	7	4	8

The major problem all refugees have at work is learning/speaking English. Further, they have difficulty understanding rules and regulations and also being or feeling different.

Poles report having more problems with social interaction on the job. They perceive relating to their employers and co-workers as more difficult than the Romanians do. A larger percentage of Romanians, on the other hand, have problems being or feeling different and being overwhelmed by new demands.

Those refugees who have not had CO training indicate a greater problem with culture shock on the job than those who had the training.

There are some significant differences between the males and females regarding problems at work. A larger percentage of males have difficulty interacting with their employers, being overwhelmed by new demands and experiencing culture shock. Women report more health problems. Interestingly, the women do not indicate having major problems with home responsibilities or attendance at work due to family demands.

According to the percentages, the older the refugee, the less likely s/he will have a problem with culture shock at work. The youngest refugees (17-25) report few problems with social interaction at work and less than half of them have a problem with English. Of all the groups, however, they have the highest percentage of problems with regular attendance due to family demands. The oldest refugees (46+) have the most problems with health and English on the job. The 26-35 year olds report the smallest percentage for the problem of being overwhelmed by new demands.

E. *Aside from English, what were the biggest problems as you began studying in the US?*

Problems at school	All	Ethnic		Training		Gender		Ages			
		Pol	Rom	CO	no CO	Male	Female	17-25	26-35	36-45	46+
No credit prior ed	7	6	7	9	6	6	9	15	4	8	8
Not undrstnd rules	12	17	7	9	12	12	12	8	12	12	17
Instructor interact	5	6	4	5	3	6	3	0	2	8	17
Taking tests	5	2	7	4	6	4	6	8	2	12	0
Managing time	17	27	7	14	21	15	21	23	14	15	25
Classmate interact	2	2	2	2	0	1	3	0	4	0	0
Being/feel different	15	17	13	16	12	12	21	8	12	19	25
Overwhelmed	12	17	7	13	6	13	9	8	6	19	25
Culture shock	13	21	5	18	3	16	6	23	16	4	8
Making friends	10	10	9	9	9	9	12	15	8	8	17
Reg attend/fam	8	8	7	7	3	7	9	8	2	15	17
Reg attend/work	8	10	5	11	6	9	6	23	6	8	0
Home responsibility	8	10	5	7	6	7	9	8	8	8	8
Other	6	13	0	7	3	6	6	8	8	4	0
Not studying yet	40	25	54	39	47	43	34	23	49	38	31

On the whole, the refugees do not report many problems at school. The most frequently cited problem is managing time, then being or feeling different and culture shock.

In all categories, except taking tests and interacting with classmates, a higher percentage of Poles had problems than Romanians. Particular percentage spreads are found in managing time, culture shock, not understanding rules, regulations and instructions, and being overwhelmed by new demands.

The participation in CO training did not appear to have much influence in the problems at school as reported by the refugees. Those with training had more difficulty being overwhelmed by new demands and feeling culture shock. Those without training had more problems managing their time.

The male-female distinction was also not a major factor in the types of problems refugees had at school. The women indicated being or feeling different as a problem more than the men, while the men viewed culture shock more as a problem than the women.

The analysis by age reveals that the percentage of older refugees (46+) have more problems interacting with the instructors, being or feeling different, being overwhelmed by new demands, and making friends than the other groups do. The percentage of younger refugees (17-25) report more problems with culture shock, regular attendance due to work demands, and not receiving credit for their previous education.

A COMPARISON OF SELECTED QUESTIONS
for responses given by
Refugees, Voluntary Agencies and Employers

In this section of the EERS report, several charts are displayed that represent the responses to selected questions which are common to the refugee and voluntary agency questionnaire forms. Some of these questions were also incorporated into the employer questionnaire and, therefore, those responses are shown too. By reviewing these charts, it is possible to compare the perceptions of the three groups regarding the refugees' resettlement experiences.

The charts report the percentages of respondents choosing the listed items or the rankings of factors that influence the refugees' actions.

1. ***Approximately what percentage of Eastern European refugees had been in the US for six months or less when they got their first job/were hired?***

	Refugees	Voluntary Agencies	Employers
≤ 6 months	82	≥65	70

The voluntary agency's response is more conservative than the actual figures given by the refugees. The employers' percentage falls between the other two.

2. ***What problems do Eastern European refugees have on the job?***

	Refugees°a	Voluntary Agencies°b	Employers°c
learn/speak English	61	94	61
understand rules/regs	30	71	17
job skills/use new tech	16	6	9
interact with employer	20	18	13
interact with co-workers	11	12	13
overwhelming demands	14	6	-
health	7	6	-
work culture/culture shock	24	-	22

° The percentages in these columns represent a) the refugees with these problems, b) the volags who have some clients with these problems, and c) the employers who have some employees with these problems.

This graph indicates that more voluntary agencies perceive their clients having difficulties with English and understanding rules and regulations at the workplace than the employers feel about their employees and the refugees feel themselves. The refugees reveal more problems with learning and using new technology than the volags recognize in their clients and the employers in their employees.

3. *How do Eastern European refugees find work?*

(The following represent a ranking of the sources by the refugees and volags.)

	Refugees		Voluntary Agencies
	first job	subseq jobs	
help of volag/sponsor	1	3	1
help of friends/relatives	2	1	2
newspaper advertisements	3	2	3
employment agency	4	5	4
through people met on job	-	4	-

The refugees and the voluntary agencies concur perfectly on the means the refugees use to find the first job. Clearly, though, the refugees use a different route when looking for subsequent jobs. The agencies may not be aware of this because they no longer provide continuous services to the refugees at the time they move on to other jobs.

4. *What factors influence the refugees' decision to get a job?*

(The following represent a ranking of the factors by the refugees and volags.)

	Refugees		Voluntary Agencies
	months 1-6	months 7-18	
support family	6	3	1
build job experience	5	5	6
establish job contacts	7	6	9
learn/practice English	2	2	7
learn about culture	8	7	10
independence	1	1	5
self-esteem	3	4	8
sponsor's advice	9	8	4
public assistance not sufficient	10	-	3
assumption must work first	4	-	2

This chart illustrates the disparity between the refugees' reasons for getting a job and the voluntary agencies' beliefs about their reasons. The first two major factors, independence and learn and practice English, ranked by the refugees are ranked in the fifth and seventh positions by the agencies.

5. What factors influence the refugees' decision to use public assistance?

(The following represent a ranking of the factors by the refugees and volags.)

	Refugees		Voluntary Agencies
	months 1-6	months 7-18	
support family	4	3	7
learn/study English	1	1	1
free medical care	2	1	3
vocational/technical training	7	6	10
prof. training/certification	9	6	10
health	5	4	5
unable to find a job	3	4	6
sponsor's advice	7	7	8
support better than entry job	5	-	4
assumption must get asst first	9	-	2

Regarding the decision to use public assistance, the refugees' reasons and the agencies' opinions are closer, although there are still some large gaps. Learning or studying English is the major influencing factor according to both groups, but the assumption that one must receive public assistance first, ranked number 2 by the volags, was not so important to the refugees and only ranked number 9. They choose free medical care as the second influential factor.

SURVEY QUESTIONNAIRE FORMS

Refugee (Form A)
Voluntary Agency (Form B)
Employer (Form C)

3/3/88

SURVEY ON EASTERN EUROPEAN REFUGEES

QUESTIONNAIRE FOR REFUGEES

To the interviewer:

Thank you for volunteering to participate in this survey about Polish/Romanian refugees who have recently arrived in the United States. The purpose of the survey is to collect information about the resettlement decisions and experiences of refugees in order to provide the most relevant pre-entry training possible. This questionnaire is being used to interview refugees in twelve cities across the United States.

Please use this questionnaire as a guide when conducting the interview with the refugee: Open-ended questions on this form have been designed to stimulate discussion. The check-listed possible answers to particular questions are not all-inclusive. Please do not read the checklist aloud to the refugee; only use them for probing follow-up questions as necessary. Mark all answers that are mentioned by the refugee and add any responses not listed. As an introduction to the refugee, we suggest the following:

- o thank the refugee for participating in the survey
- o explain the purpose of the survey
- o assure the refugee that all responses will remain anonymous

GENERAL INFORMATION

Please check:

1. (1) _____ Polish
   (2) _____ Romanian

2. (1) _____ male
   (2) _____ female

3. How old are you?

   (1) _____ 17-25
   (2) _____ 26-35
   (3) _____ 36-45
   (4) _____ 46 or older

4. Are you ?

   (1) _____ single
   (2) _____ married

5. a. Do you have children?

(1) _____ yes
(2) _____ no

b. If yes, did your children remain behind or accompany you to the U.S.?

(1) _____ Remained behind
(2) _____ Accompanied me

c. Their ages?_____

d. What was your marital status when you arrived in the U.S.?

(1) _____ single
(2) _____ married

e. If married, did your spouse accompany you?

(1) _____ yes
(2) _____ no

6. How many years of education did you have in Poland/Romania? _____

7. What would you consider your English language skills when you left your country?

	a. understanding	b. speaking	c. reading	d. writing
(1) good	_____	_____	_____	_____
(2) fair	_____	_____	_____	_____
(3) none	_____	_____	_____	_____

8. What would you consider your knowledge of the U.S. when you left your country?

(1) _____ good
(2) _____ fair
(3) _____ none

9. a. How many years did you work in Poland/Romania? _____

   b. What kind of job did you have? _____

10. a. How long did you wait in an (European) asylum country?

   (1) _____ less than 3 months
   (2) _____ 3-9 months
   (3) _____ 9-18 months
   (4) _____ other _____

   b. Which country? _____

11. Did you work at any time during this period? a. (1) _____ yes (2) _____ no

   b. If yes:

   (1) _____ full time
   (2) _____ part time

   c.

   (1) _____ in your profession
   (2) _____ other _____

12. Did you study English during this period?

   (1) _____ yes
   (2) _____ no

   If yes, where?
   (Check as many as applicable)

   (a) _____ in the camp
   (b) _____ in the pension
   (c) _____ with private tutor
   (d) _____ self-study
   (e) _____ other _____

   If no, why not?

   (f) _____ no classes available
   (g) _____ worked
   (h) _____ studied asylum country language
   (i) _____ other _____

13. a. Did you stay at an ICM Cultural Orientation (CO) site in Bad Soden (or Bad Orb or Underhain), W. Germany; Maria Schutz, Austria; Rome, Italy; or _____ (Yugoslavia) shortly before your departure for the U.S.?

(1) _____ yes
(2) _____ no

b. If yes, where?

(1) _____ Bad Soden (or Bad Orb or Underhain)
(2) _____ Maria Schutz
(3) _____ Rome
(4) _____ _____ (Yugoslavia)

c. Did you participate in ICM Cultural Orientation information classes at this site?

(1) _____ yes
(2) _____ no

d. If no, why not?

14. a. When did you arrive in the U.S.? month _____ year _____

b. City:

c. State:

15. Besides the local voluntary agency, who sponsored you? (check as many as applicable)

(a) _____ group/church
(b) _____ relative or friend
(c) _____ other individual
(d) _____ no other sponsor
(e) _____ other _____

_____

16. Do you live in the city where you originally resettled or have you moved (secondary migrant)?

(1) _____ original city
(2) _____ have moved to : (city and state) _____

17. If you moved, why did you move? (Check as many as applicable)

(a) _____ to join family
(b) _____ to join friends
(c) _____ to join a larger group of own ethnic group
(d) _____ for better employment opportunities
(e) _____ for better educational opportunities
(f) _____ for better public assistance
(g) _____ for better private assistance
(h) _____ to live in a better neighborhood
(i) _____ to live in a better climate
(j) _____ other _____

_____

18. When you first arrived in the U.S., <u>who helped you the most</u> in finding out about community resources? (Check <u>ONE</u> answer)

(1) _____ group/church
(2) _____ voluntary agency
(3) _____ family
(4) _____ friends
(5) _____ other refugees
(6) _____ others _____

_____

19. When you first arrived did you have any contacts with Americans?

a.

(1) _____ none
(2) _____ very little
(3) _____ some
(4) _____ much

b.

Please describe:

_____

_____

_____

20. With whom do you presently live? (Check as many as applicable)

(a) _____ spouse
(b) _____ spouse/children
(c) _____ children
(d) _____ parents
(e) _____ brother/sister
(f) _____ other relatives
(g) _____ friends
(h) _____ alone
(i) _____ other _____

_____

21. Who/what are your primary sources of income? (Check as many as applicable)

(a) _____ self
(b) _____ spouse
(c) _____ children
(d) _____ other relatives
(e) _____ voluntary agency
(f) _____ church
(g) _____ public assistance (welfare)
(h) _____ other _____

_____

22. Do you have an account at a bank or credit union?

a.

(1) _____ yes
(2) _____ no

b. If yes, what type?

(1) _____ checking
(2) _____ savings
(3) _____ other _____

_____

HOUSING

23. In which type of housing do you live? (Check ONE)

(1) _____ room
(2) _____ apartment
(3) _____ house
(4) _____ duplex
(5) _____ mobile home
(6) _____ other _____

24. Do you rent or own your own home?

(1) _____ rent
(2) _____ own

25. What is your monthly payment, including your utilities?

(1) _____ less than $250
(2) _____ $250 - $350
(3) _____ $351 - $450
(4) _____ $451 - $600
(5) _____ $601 - $800
(6) _____ more than $800
(7) _____ other _____

26. How did you find your room/apartment/house? (Check ONE)

(1) _____ newspaper ad
(2) _____ help of sponsor/voluntary agency
(3) _____ help of family/friends
(4) _____ vacancy sign
(5) _____ telephone book listing
(6) _____ community bulletin board
(7) _____ Real estate agency
(8) _____ other _____

_____

27. Are you satisfied with your present housing situation?

a.

(1) _____ yes
(2) _____ no

b. Why or Why Not?

EMPLOYMENT and EDUCATION

28. What did you do when you first arrived in the U.S. (in months 1 - 6)?
(Check as many as applicable)

A.

(a) _____ worked
(b) _____ attended high school
(c) _____ looked for job, but didn't find one
(d) _____ attended ESL classes (where? _____)
(e) _____ attended community/junior college/university
(f) _____ attended vocational/technical training
(g) _____ updated professional skills
(h) _____ studied for a GED
(i) _____ did not work or go to school
(j) _____ other _____

_____

B. If you worked, how soon after arrival did you get your first job? _____(months)

C. If you worked, what kind of work did you do? _____

D. If you didn't work, did you receive public assistance?

a.

(1) _____ yes
(2) _____ no

b.

If yes, for how long? _____ (months)

29. During your first 6 months in the U.S., why did you get a job or use public assistance? (Check as many as applicable)

A. job		B. public assistance	
(a) _____	support family	(a) _____	support family
(b) _____	build job experience	(b) _____	learn/study English
(c) _____	establish job contacts	(c) _____	free medical care
(d) _____	learn/practice English	(d) _____	vocational/technical training
(e) _____	learn about culture	(e) _____	professional training/certification
(f) _____	independence	(f) _____	health
(g) _____	self esteem	(g) _____	inability to find a job
(h) _____	sponsor's advice	(h) _____	sponsor's advice
(i) _____	public assistance not sufficient support	(i) _____	financial support better than that from entry level job
(j) _____	assumption that one must (initially) work	(j) _____	assumption that one must (initially) receive public assistance
(k) _____	other _____	(k) _____	other _____
(l) _____	I did not get a job in months 1-6	(l) _____	I did not use public assistance in months 1-6

30. What did you do in months 7-18 after your arrival in the U.S.? (Check as many as applicable)

(a) _____ worked
(b) _____ attended high school
(c) _____ looked for job, but didn't find one
(d) _____ attended ESL classes (where? _____)
(e) _____ attended community/junior college/university
(f) _____ attended vocational/technical training
(g) _____ updated professional skills
(h) _____ studied for a GED
(i) _____ did not work or go to school
(j) _____ other _____

31. During months 7-18 after arrival in the U.S., why did you work or use public assistance? (Check as many as applicable)

A. job

(a) _____ support family
(b) _____ build job experience
(c) _____ establish job contacts
(d) _____ learn/practice English
(e) _____ learn about culture
(f) _____ independence
(g) _____ self esteem
(h) _____ sponsor's advice
(i) _____ other _____

_____

(j) _____ I did not get a job in months 7-18

B. public assistance

(a) _____ support family
(b) _____ learn/study English
(c) _____ free medical care
(d) _____ vocational/technical training
(e) _____ professional training/certification
(f) _____ health
(g) _____ inability to find a job
(h) _____ sponsor's advice
(i) _____ other _____

_____

(j) _____ I did not use public assistance in months 7-18

32. What do you now believe would have been the ONE best choice for someone in a situation similar to yours, who is newly arrived in the U.S.? (Please check only one answer)

a.

(1) _____ work
(2) _____ study English
(3) _____ work and study
(4) _____ other training
(5) _____ other _____

_____

b. Why?

33. Have you worked at any job since your arrival in the U.S.?

(1) _____ yes
(2) _____ no

34. How did you find your first job? (Check ONE)

(1) _____ help of sponsor/volag
(2) _____ help of friends/relative
(3) _____ newspaper ads
(4) _____ yellow pages
(5) _____ employment agency
(6) _____ "help wanted" sign
(7) _____ community bulletin board
(8) _____ other _____

_____

35. How did you find subsequent jobs? (Check as many as applicable)

(a) _____ through people I met on the job
(b) _____ help of sponsor/volag
(c) _____ help of friends/relatives
(d) _____ newspaper ads
(e) _____ yellow pages
(f) _____ employment agency
(g) _____ "help wanted" sign
(h) _____ going door to door
(i) _____ other _____

_____

36. Are you working more than one job?

(1) _____ yes
(2) _____ no

37. Information about your **present** job(s):

	JOB A	JOB B	JOB C
(a) type of job(s)			
(b) hours			
(c) salary			
(d) benefits			

38. How do you get to work? (Check as many as applicable)

(a) _____ bus
(b) _____ subway
(c) _____ car
(d) _____ bicycle
(e) _____ car pool
(f) _____ walk
(g) _____ train
(h) _____ other _____

39. a. Do you have a U.S. driver's license?

(1) _____ yes
(2) _____ no

b. When did you get it?

(1) _____ months 1-6
(2) _____ months 7-12
(3) _____ months 13-18
(4) _____ after 18 months

40. How does each of the following in the United States compare to Poland/Romania? (Check either "same", "worse", or "better".)

1 same	2 worse	3 better	
(a) _____	(a) _____	(a) _____	job mobility
(b) _____	(b) _____	(b) _____	chance for advancement
(c) _____	(c) _____	(c) _____	hours
(d) _____	(d) _____	(d) _____	wages
(e) _____	(e) _____	(e) _____	benefits
(f) _____	(f) _____	(f) _____	relationship with employer
(g) _____	(g) _____	(g) _____	relationship with co-workers
(h) _____	(h) _____	(h) _____	facilities
(i) _____	(i) _____	(i) _____	safety
(j) _____	(j) _____	(j) _____	efficiency
(k) _____	(k) _____	(k) _____	technical level
(l) _____	(l) _____	(l) _____	professional satisfaction
(m) _____	(m) _____	(m) _____	personal satistaction
(n) _____	(n) _____	(n) _____	other_____

_____

41. What were the biggest problems for you as you started working in the U.S.? (Check **THREE**)

(a) _____ learning/speaking English
(b) _____ learning/using new technology
(c) _____ not understanding rules and regulations
(d) _____ interacting with employers
(e) _____ interacting with co-workers
(f) _____ being/feeling different
(g) _____ feeling overwhelmed by new demands
(h) _____ culture shock
(i) _____ making friends
(j) _____ keeping regular attendance due to family/personal demands
(k) _____ responsibilities at home
(l) _____ health
(m) _____ other _____

_____

42. What things were easiest for you as you started working in the U.S.? (Check **THREE**)

(a) _____ speaking/learning English
(b) _____ learning/using technology
(c) _____ hours
(d) _____ benefits
(e) _____ interacting with employers
(f) _____ interacting with co-workers
(g) _____ making friends
(h) _____ atmosphere, friendliness
(i) _____ other _____

_____

43. If you studied in the first year after arrival, at what kind of institution did you enroll? (Check as many as applicable)

(a) _____ I did not study in the first year
(b) _____ ESL classes in adult education/community college/private program
(c) _____ ESL classes in church sponsored program
(d) _____ other adult education program
(e) _____ technical/vocational
(f) _____ professional training
(g) _____ community /junior college
(h) _____ college/university
(i) _____ high school

44. If you studied in the first year after arrival, how were you financially supported? (Check as many as applicable)

(a) _____ I did not study in the first year
(b) _____ self (part-time work)
(c) _____ self (full-time work)
(d) _____ family
(e) _____ loans
(f) _____ grants/scholarships
(g) _____ public assistance
(h) _____ other _____

_____

45. What was/is different about studying in the U.S. compared to studying in Poland/Romania?

46. Aside from English, what were the biggest problems for you as you began studying in the U.S.? (Check as many as applicable)

(a) _____ I have not begun studying

(b) _____ previous education not credited
(c) _____ not understanding rules and regulations/instructions
(d) _____ interacting with instructors
(e) _____ taking tests
(f) _____ managing my time
(g) _____ interacting with classmates
(h) _____ being/feeling different
(i) _____ feeling overwhelmed by new demands
(j) _____ culture shock
(k) _____ making friends
(l) _____ keeping regular attendance due to family/personal demands
(m) _____ keeping regular attendance due to work demands
(n) _____ responsibilities at home
(o) _____ other _____

_____

47. Aside from English, which of the following were easiest for you as you started studying in the U.S.? (Check as many as applicable)

(a) _____ I have not begun studying

(b) _____ credit given for previous education
(c) _____ understanding rules and regulations
(d) _____ being able to follow instructions
(e) _____ interacting with instructors
(f) _____ interacting with classmates
(g) _____ making friends
(h) _____ other _____

_____

48. What were some of your misconceptions about work in the U.S.?

49. What were some of your misconceptions about **study** in the U.S.?

OVERVIEW

50. With whom do you most frequently interact? (Check **THREE**)

(a) _____ your own family
(b) _____ members of own ethnic group
(c) _____ other Eastern Europeans
(d) _____ members of other immigrant group
(e) _____ White Americans
(f) _____ Black Americans
(g) _____ Hispanic Americans
(h) _____ nobody (I stay home)
(i) _____ other _____

_____

51. What do you and your family/friends do in your leisure time? (Check as many as applicable)

(a) _____ sports
(b) _____ cultural/ethnic activities
(c) _____ church activities
(d) _____ visit friends
(e) _____ stay home
(f) _____ read
(g) _____ no significant leisure time
(h) _____ music
(i) _____ movies
(j) _____ parties
(k) _____ spend time in shopping malls
(l) _____ watch T.V.
(m) _____ write letters
(n) _____ other: _____

52. a. What activities would you like to participate in?

b. What has kept you from getting involved in them?

53. What is the ONE best experience you have had in the U.S.?

54. What is the ONE worst experience you have had in the U.S.?

55. When you have a problem, where do you go for help? (Check as many as applicable)

(a) _____ family
(b) _____ friends
(c) _____ sponsor/volag
(d) _____ priest
(e) _____ counselor
(f) _____ teacher
(g) _____ don't go to anyone
(h) _____ other _____

_____

56. What were some of your past misunderstandings about American culture?

57. a. In what ways have your perceptions, attitudes and beliefs changed since you arrived in the U.S.?

b. Do you like these changes?

58. a. In what way has your behavior changed?

b. How do you feel about these changes?

59. a. How have you adjusted to life in the U.S.?

b. How has your family adjusted?

OVERSEAS PRE-ENTRY TRAINING

60. What do you wish you had taken greater advantage of while waiting in (the asylum country) Germany/Austria/Italy/Yugoslavia? (Check as many as applicable)

(a) _____ studied English grammar
(b) _____ studied harder
(c) _____ asked more questions
(d) _____ sought help with personal concerns
(e) _____ practiced speaking English more
(f) _____ other _____

_____

61. What **2 things** presented in the Cultural Orientation course did you find **most** helpful?

a.

b.

62. What **2 things** presented in the Cultural Orientation course did you find **least** helpful?

a.

b.

63. What would you recommend to be included in the Cultural Orientation course to better prepare Eastern European refugees for resettlement in the U.S.?

64. If a friend of yours were coming to the U.S. as a refugee, would you recommend that he/she participate in a pre-entry CO course?

a.

(1) _____ yes
(2) _____ no

b. Why or Why Not?

65. What other advice would you give to Eastern European refugees who are still waiting in asylum countries (Germany/Austria/Italy/Yugoslavia)

Survey on Eastern European Refugees

Questionnaire for Voluntary Agencies

Thank you for volunteering to participate in this survey about refugees who have recently arrived in the United States. The purpose of the survey is to collect information about the resettlement decisions and experiences of Eastern European refugees in order to provide the most relevant pre-entry training possible. This questionnaire has been sent to voluntary agency representatives in thirteen cities across the United States.

You may want to use this questionnaire to make your own notes as you prepare for your interview with a member of our staff. As you will notice, the responses to the questions are not meant to be all-inclusive. Please add your own responses if the ones provided are not appropriate or sufficient for your situation, and check all choices which apply unless otherwise indicated. Since the patterns and trends in refugee resettlement change over time, information based on your experiences with male and female Eastern Europeans within the last three years will be the most useful to program planners.

GENERAL INFORMATION

1. City and state _____

2. Your position in agency _____

3. Agency's target populations:

_____	Romanians	approximately _____ %
_____	Poles	approximately _____ %
_____	Hungarians	approximately _____ %
_____	Czechoslovaks	approximately _____ %
_____	other _____	approximately _____ %

4. Approximately what percentage of your Eastern European clientele is male? _____ %
female? _____ %

5. Approximately what percentage of your Eastern European clientele are:

young singles (30 years and under)	_____ %
older singles (over 30 years)	_____ %
couples	_____ %
families with young children	_____ %
families with older children	_____ %

6. Approximately what percentage of your Eastern European clientele finished:

less than 9 years of formal schooling in their native country	_____ %
9-13 years of formal schooling in their native country	_____ %
technical or vocational training	_____ %
university or professional training	_____ %
other	_____ %

7. Eastern Europeans in your area enter the U.S. under what types of sponsorship?

family	approximately _____ %
voluntary agency	approximately _____ %
individual	approximately _____ %
group	approximately _____ %

8. Other than taking care of basic needs, is it possible to consider Eastern Europeans as a group, or are differences between the ethnic groups too great?

_____ possible
_____ not possible

If possible, please explain :

RESETTLEMENT

9. Please check the items on the following list in regard to the choices made by your male and female Eastern European clientele in their first 6 months of resettlement. (Check as many as applicable.)

	male	female
work full-time	_____	_____
work part-time	_____	_____
attend ESL class	_____	_____
attend high school	_____	_____
attend community/junior college	_____	_____
attend a job/vocational training program	_____	_____
neither work nor attend school	_____	_____
other _____	_____	_____
_____	_____	_____

10. What factors influence Eastern European refugees in the choice to take a (entry level) job or to rely on public assistance in their first 18 months in the U.S.? Please rank the THREE most important in each category. (Use 1 for the most important, 3 for the least.)

job

_____ support family
_____ build job experience
_____ establish job contacts
_____ learn/practice English
_____ learn about culture
_____ independence
_____ self esteem
_____ sponsor's advice
_____ public assistance not sufficient support
_____ assumption that one must (initially) work
_____ other _____
_____

public assistance

_____ support family
_____ learn/study English
_____ free medical care
_____ vocational/technical training
_____ professional training/certification
_____ used to dependency
_____ health
_____ inability to find a job
_____ sponsor's advice
_____ financial support better than that from entry level job
_____ assumption that one must (initially) receive public assistance
_____ other _____
_____

11. What do you consider the most serious problems for this group during their first 6 months in the U.S.? (Check as many as applicable)

_____ inadequate English
_____ finding a job
_____ finding housing
_____ deciding between job and public assistance
_____ balancing job and studying
_____ performing at job
_____ performing in studies
_____ culture shock
_____ adjusting to new family roles
_____ keeping regular attendance at job because of family demands
_____ keeping regular attendance in school because of family demands
_____ feeling overwhelmed by new demands
_____ feeling lonely
_____ waiting for family reunification
_____ health
_____ other _____

_____

If culture shock is a serious problem for this group, please describe specific symptoms:

12. What do you consider your agency's most serious problems in resettling Eastern European refugees? Please rank the top THREE. (Use 1 for the most important, 3 for the least.)

_____ inadequate English
_____ finding jobs
_____ culture shock
_____ finding housing
_____ adjusting to new family roles
_____ inadequate Volag staffing
_____ unrealistic expectations by the refugees
_____ deciding between public assistance and entry level jobs
_____ other _____

_____

13. List the kinds of help your agency identifies as needed by Eastern European refugees during their first 6 months in the U.S.:

after 1 year:

after 2 years:

14. List the kinds of help Eastern European refugees request from your agency during their first 6 months in the U.S.:

after 1 year:

after 2 years:

15. What language does your agency use most often when working with Eastern European refugees? (Check ONE)

_____ English
_____ native languages

16. What is the average length of continuous services provided by your agency?

_____ 90 days
_____ 3 months
_____ 6 months
_____ 1 year
_____ 18 months
_____ other_____

17. What percentage of your Eastern European clientele leave your area?

in months 1-6	_____ %	after one year	_____ %
in months 7-12	_____ %	do not leave	_____ %

18. Do you have any secondary migrants in your area? _____ yes _____ no
If yes, what percentage of your clients are secondary migrants?
_____ %
_____ do not know

19. Are the needs of secondary migrants different from the needs of Eastern European refugees originally resettled in your area?
_____ yes
_____ no

If yes, please describe:

20. When do Eastern Europeans begin to interact with:
(Check as many as applicable)

	Within first 6 months	Between 7-18 months	Not within 18 months
earlier arrivals from their country	_____	_____	_____
other groups	_____	_____	_____
other immigrant groups	_____	_____	_____
White Americans	_____	_____	_____
Hispanic Americans	_____	_____	_____
Asian Americans	_____	_____	_____
Black Americans	_____	_____	_____
others	_____	_____	_____

21. Generally speaking, do Eastern European refugees help each other in their resettlement?

_____ yes
_____ no

If yes, are the helpers recent arrivals, or long time residents?

How do they help?

22. What is the easiest adjustment for Eastern European refugees?

23. What are some of the most common cross-cultural problems Eastern Europeans encounter?

24. What patterns do you see among those Eastern European refugees who don't become self-sufficient in the first 2 years? (Check the **THREE** most common)

_____ try to start again with more schooling or training
_____ stay in a job with little chance of advancement
_____ in and out of jobs frequently
_____ begin to exhibit deviant behavior (steal, become violent, drug/alcohol abuse, gambling)
_____ depression
_____ other _____

_____

Comments:

25. Approximately what percentage of your Eastern European clientele have problems with the law?

traffic tickets, licenses, etc.	_____ %
disturbing the peace	_____ %
nonpayment of taxes	_____ %
bribery	_____ %
gambling	_____ %
stealing	_____ %
assault	_____ %
other _____	_____ %
_____	_____ %

26. What are the five most common concerns of married men of this group? (Check the FIVE most common)

_____ job performance/security
_____ difficult to support family
_____ difficult to adjust to responsibilities of being a husband in the U.S.
_____ changing role of husband in family
_____ want to attend school, but cannot
_____ wife wants to work/study
_____ wife doesn't want to work/study
_____ wife is overextended and husband/family must help with household chores
_____ housing
_____ education of children
_____ social life of children
_____ community/daily communication
_____ family reunification
_____ homesickness
_____ other _____

_____

Comments:

27. What are the five (5) common concerns of married women of this group? (Check the **FIVE** most common)

_____ job performance/security
_____ difficult to support family
_____ want to stay home
_____ must stay home
_____ want to attend school
_____ do not want to attend school
_____ cannot attend school
_____ difficult to find child care
_____ don't like child care
_____ difficult to handle responsibilities at home and job/school
_____ if wife works, family does not help with domestic chores
_____ changing role of wife in family
_____ housing
_____ education of children
_____ social life of children
_____ community/daily communication
_____ family reunification
_____ homesickness
_____ other _____

_____

Comments:

28. What are the three (3) most common concerns of single unmarried men in this group? (Check the **THREE** most common)

_____ job performance/security
_____ changing roles in society/social life
_____ housing
_____ education
_____ finding partners
_____ having to support oneself
_____ homesickness

Comments:

29. What are the three (3) most common concerns of single unmarried women in this group? (Check the **THREE** most common)

_____ job performance/security
_____ changing roles in society/social life
_____ housing
_____ education
_____ finding partners
_____ having to support oneself
_____ homesickness

Comments:

30. Many Eastern European refugees attend an intensive 24-hour Cultural Orientation (CO) course (in Western Europe) in the 2 weeks before their departure for the U.S. Do you know if any of your clients have participated in such a program? _____ yes _____ no

If yes, have you noticed a difference in the adjustment of Eastern European refugees who participated in CO training and those who have not? _____ yes _____ no

Please describe:

EMPLOYMENT

31. How soon after arrival do Eastern European refugees take their first job?

first 3 months	approximately	_____	%
first 6 months	approximately	_____	%
first 12 months	approximately	_____	%
first 18 months	approximately	_____	%

32. What are the first jobs Eastern European refugees find in your locality:

	Males	Females
within 6 months of arrival		
in months 7-18		
after 18 months		
Comments:		

33. In your area, can refugees receive a public assistance supplement if their income is below a certain level?

_____ yes _____ no

If yes, please describe:

34. How do Eastern European refugees find work? Rank the top THREE choices. (Use 1 for the most choice most often used, 3 for the least.)

_____ help from sponsor
_____ help from volag
_____ help from relatives/friends
_____ employment agency
_____ newspaper classified ads
_____ community bulletin board advertisements
_____ yellow pages
_____ other _____

_____

35. Do Eastern Europeans have opportunities soon after arrival to work in their trades or professions?

_____ many opportunities
_____ some opportunities
_____ limited opportunities

In which trades or professions? _____

_____

_____

36. What are the THREE most serious problems Eastern European refugees have at the workplace?

_____ lack English skills
_____ lack job skills
_____ lack social skills to relate to employer
_____ lack social skills to relate to employees
_____ understanding rules, regulations
_____ understanding instructions
_____ too many demands on their time
_____ health problems
_____ other _____

_____

37. What are Eastern European refugees' greatest strengths on the job? (Check as many as applicable)

_____ highly trained
_____ eager to learn
_____ able to learn quickly
_____ diligent
_____ adaptable
_____ other _____

_____

38. What are the **THREE** most common reasons Eastern European refugees leave their jobs?

_____ to get a better job
_____ to study
_____ to learn another skill
_____ don't get along with employer
_____ don't get along with co-workers
_____ family demands
_____ health
_____ other _____

_____

39. Regarding attitudes and expectations about employment, have you noticed a difference between your clients who participated in a pre-entry CO program and those who did not?

_____ yes _____ no

Please describe:

EDUCATION

40. What percentage of your adult Eastern European clientele enroll in an educational institution in their first year in the U.S.?

_____ less than 10%
_____ 10-30%
_____ 31-70%
_____ more than 70%

41. Eastern European refugees who study upon arrival in the U.S. tend to enroll in which of the following institutions? Rank the top **THREE**. (Use 1 for the most frequent, 3 for the least.)

_____ ESL (adult education/community college/private)
_____ other adult education programs (including GED classes)
_____ technical/vocational training
_____ professional training
_____ community/junior college
_____ college/university
_____ other _____

_____

42. What types of English language training are available in your area and how are they funded?

43. Which factors influence Eastern European refugees' choice of educational institutions? (Check as many as applicable)

_____ finances
_____ previous profession or education
_____ goals and ambitions
_____ sponsor's advice
_____ family or friends' advice
_____ previous information
_____ other _____

_____

44. Why do Eastern European refugees choose to leave school? Rank the THREE most important reasons. (Use 1 for the most important, 3 for the least.)

_____ find a job
_____ completion of the program
_____ find another program which better suits their needs
_____ finances
_____ feel discouraged with progress
_____ failed courses
_____ marriage
_____ pregnancy/child care
_____ move to another geographical location
_____ other _____

_____

45. Regarding attitudes and expectations about pursuing education, have you noticed a difference between your clients who participated in a pre-entry CO program and those who did not?

_____ yes
_____ no

Please describe:

46. How do Eastern European refugees' children do in school? Check the **FOUR** most important in each category.

problems	successes
_____ learning/using English	_____ learning/using English
_____ understanding rules and regulations	_____ understanding rules and regulations
_____ following directions	_____ following directions
_____ culture shock	_____ adapting to culture
_____ interacting with teachers	_____ interacting with teachers
_____ interacting with classmates	_____ interacting with classmates
_____ being different	_____ making friends
_____ making friends	_____ keeping regular attendance
_____ keeping regular attendance	_____ keeping up/being more advanced academically
_____ keeping up academically	
_____ other _____	_____ other _____
_____	_____

47. The curriculum topics addressed in the pre-entry CO course for Eastern European refugees are attached to this questionnaire. What specific points would you emphasize in any or all of these topic areas?

Additional comments:

SURVEY ON EASTERN EUROPEAN REFUGEES

QUESTIONNAIRE FOR EMPLOYERS

Thank you for volunteering to participate in this survey about Eastern European refugees who have recently arrived in the United States. The purpose of the survey is to collect information about the resettlement decisions and experiences of refugees in order to provide the most relevant pre-entry training possible. This questionnaire has been sent to employers in thirteen cities across the United States.

You may want to use this questionnaire to make your own notes as you prepare for your interview with a member of our staff. As you will notice, the responses to the questions are not meant to be all-inclusive. Please add your own responses if the ones provided are not appropriate or sufficient for your situation. Since the patterns and trends in refugee resettlement do change over time, information based on your experiences with male and female Eastern European employees within the last three years will be the most useful to program planners.

1. City and state:

2. What is the business of your company?

_____ manufacturing/assembly
_____ high tech
_____ retail
_____ cleaning service
_____ sales
_____ food service
_____ non-profit
_____ academic
_____ other _____

_____

3. What is your position in the company?

_____ supervisor/manager
_____ owner
_____ personnel officer
_____ other _____

_____

4. Approximately how many refugees, in total, are employed by your company?

_____ fewer than 5
_____ 6-15
_____ 16-40
_____ more than 40

5. Approximately how many Eastern European refugees are employed by your company?

_____ fewer than 5
_____ 6-15
_____ 16-40
_____ more than 40

6. These Eastern Europeans are of what nationality (ies)? (Check as many as applicable)

_____ Czechoslovak
_____ Hungarian
_____ Polish
_____ Romanian
_____ other _____

_____

7. Generally speaking, approximately how long had these Eastern European refugees been in the U.S. when you hired them?

_____ do not know

_____ fewer than 6 months
_____ 7-18 months
_____ more than 18 months

8. What kinds of jobs are refugees in this group doing within your company?

9. What qualifications do you look for when hiring Eastern European refugees? (Check as many as applicable)

_____ English language ability
_____ appropriate skills
_____ previous work experience
_____ professional certification
_____ vocational/technical training
_____ junior college/college study/degree
_____ high school diploma /G.E.D.
_____ ambitious attitude
_____ other _____

_____

10. What skills/attributes must your employees, including Eastern European refugees, demonstrate in order to advance in your company?

11. Approximately what percentage of your Eastern European refugee employees also study part or full-time?

_____ don't know

_____ less than 20%
_____ 20-40%
_____ 41-70%
_____ more than 70%

12. Do you support Eastern European refugee employees in their efforts to continue their education?

_____ yes _____ no

How do you give support?

_____ encouragement
_____ flexible work schedule
_____ release time
_____ financial support
_____ other _____

_____

In what areas?

_____ English
_____ vocational
_____ professional
_____ other _____

13. Do refugees of this group have opportunities to practice and improve their English language skills on the job through interacting with English speakers?

_____ many opportunities
_____ some opportunities
_____ very limited opportunities

14. Do Eastern European refugees have particular problems on the job?
_____ yes _____ no

If yes, what are they? (Check as many as applicable)

_____ understanding/using English
_____ learning the job
_____ asking questions of supervisors when clarification is needed
_____ understanding rules and regulations
_____ following instructions
_____ adapting to/understanding the work culture
_____ adapting to employer/employee relationship
_____ relating well with co-workers
_____ other _____

_____

15. What specific strengths have Eastern European refugees brought to your company? (Check as many as applicable)

_____ highly trained
_____ eager to learn
_____ able to learn quickly
_____ diligent
_____ adaptable
_____ other _____

_____

16. What have been your reasons for hiring Eastern European refugees? Rank the THREE most important. (Use 1 for the most important, 3 for the least.)

1. _____

_____

2. _____

_____

3. _____

_____

17. What have been your reasons for firing Eastern European refugees? Rank the THREE most important. (Use 1 for the most important, 3 for the least.)

1. _____

_____

2. _____

_____

3. _____

_____

18. What are the three most common reasons that Eastern European refugees quit your employment? (Check THREE answers)

_____ relocation
_____ for higher wages
_____ for better hours
_____ family/home demands
_____ employee/co-worker conflicts
_____ to attend school
_____ for additional vocational training
_____ inability to perform job
_____ employee/employer conflicts
_____ other _____

_____

19. What is the average length of time Eastern Europeans stay with your company?

_____ fewer than 6 months
_____ 7-18 months
_____ more than 18 months

20. What recommendations would you make to Eastern European refugees looking for their first job?

21. What recommendations would you make to Eastern European refugees who are working at their first job?

22. What would you recommend to Eastern European refugees looking for a job in their profession?

23. Many Eastern European refugees attend an intensive 24-hour Cultural Orientation (CO) course (in Western Europe) in the 2 weeks before their departure for the U.S. Do you know if any of your employees have participated in such a program? _____ yes _____ no

If yes, have you noticed any differences between Eastern European refugees who have participated in CO training and those who have not? _____ yes _____ no

If yes, please explain:

24. The curriculum topics addressed in the pre-entry CO course for Eastern European refugees are listed on the following page. What specific teaching points would you emphasize in any or all of these topic areas?

PRE-ENTRY CULTURAL ORIENTATION FOR EASTERN EUROPEAN REFUGEES

Curriculum Topics

Introduction and Transit Process (2 hrs.)
Resettlement and Sponsorship (2 hrs.)
Geography, History, Government and Law (2 hrs.)
Community and Social Services, including Medical Delivery System (2 hrs.)
Family and Social Relations (1 1/2 hrs.)
Economy/Consumerism (2 hrs.)
Employment (6 hrs.)
Education (1 1/2 hrs.)
Housing (1 hr.)
Communication (1/2 hr.)
Transportation (1/2 hr.)
Slide Shows, Reviews and Evaluation (3 hrs.)